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Tema: THE SENSORY SCAFFOLDING AND ITS IMPACT ON THE TEACHING -
LEARNING PROCESS OF THE ENGLISH LANGUAGE IN THE STUDENTS

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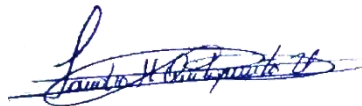
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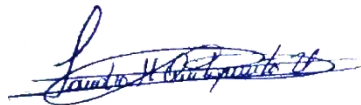
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To all my family, my parents, sisters, husband and daughter, I love you very much.

Sincerely grateful

Sandra Quilapanta

DEDICATION

I want to dedicate this great dream of obtaining a fourth level degree to all the people who were by my side giving me their unconditional support my family, especially my parents: Gonzalo and Susana.

To my husband Patricio and my daughter Camila, thank you for understanding and motivating me to keep going.

Finally, I dedicate it to myself, for all my sleepless nights, for the desire to improve myself and be better every day. A teacher never stops learning. And with all my strength I have to say I am an English teacher.

Sandra Quilapanta

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TEMA:

The Sensory Scaffolding and its Impact on the Teaching - Learning Process of the English Language in the Students.

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LÍNEA DE INVESTIGACIÓN:

- Método y Medios para la enseñanza

FECHA: 21/01/2021

RESUMEN EJECUTIVO

La presente investigación está enmarcada en el análisis del impacto de los estímulos sensoriales en el desarrollo del vocabulario del idioma inglés en los estudiantes de 9no grado de EGB de la Unidad Educativa “San José de Poaló”. Este estudio se basó en un enfoque cuantitativo el cual consistió en la recolección, análisis e interpretación de los datos obtenidos. De igual forma, se implementó un diseño cuasi-experimental. Fue una investigación bibliográfica ya que las variables estuvieron respaldadas por estudios previos. La población estuvo conformada por los 20 estudiantes de 9no grado. Los datos se recolectaron a través de la aplicación de una encuesta a los participantes para identificar las actividades más adecuadas para ser diseñadas basadas en los materiales sensoriales. La encuesta se aplicó a través de un formulario en línea y estuvo conformada por diez preguntas relacionadas con las variables analizadas en la investigación. De igual forma se aplicó un pre-test para medir el nivel de vocabulario de los estudiantes. En el pre-test se incluyeron cincuenta y dos palabras, las cuales se consideraron relevantes ya que se usaban en situaciones de la vida diaria. Después de aplicar el pre-test, se implementaron las diversas actividades basadas en estímulos

sensoriales para la enseñanza y el aprendizaje de vocabulario específico requerido en su nivel académico. Una vez concluidas las actividades, se aplicó un post-test para identificar si hubo algún incremento en el nivel de vocabulario de los estudiantes. Estos datos fueron analizados usando estadística descriptiva. Los resultados de la verificación de la hipótesis evidenciaron que el grupo experimental obtuvo un incremento en los resultados obtenidos en el post-test, de esta manera fue posible confirmar la hipótesis alternativa: El uso de estrategias de andamiaje sensorial permiten desarrollar el vocabulario en los estudiantes de 9no grado.

Descriptor: estímulos sensoriales, inglés, vocabulario, enseñanza, aprendizaje, recurso audiovisual, ilustraciones, manipulativos, imágenes, demostraciones.

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THEME:

The Sensory Scaffolding and its Impact on the Teaching - Learning Process of the English Language in the Students.

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LINE OF RESEARCH:

- Teaching methods and resources

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ABSTRACT

This research is focused on the analysis of the impact of sensory scaffolding on the development of the vocabulary of the English language in 9th grade students of EGB of Unidad Educativa "San José de Poaló". This study was based on a quantitative approach that included the collection, analysis and interpretation of data obtained. Likewise, a quasi-experimental design was implemented. In the same way, this research was bibliographic since the variables were supported by previous studies. It was also an exploratory study since it tried to discover the reasons why the students did not have enough vocabulary in English. The population consisted of 20 students of 9th grade. The data was collected through the application of a survey to the participants to identify the most appropriate activities based on sensory scaffolding supports to implement them in the English class. The questionnaire was applied in an online modality; the survey consisted of ten questions related to the variables analyzed in the study. In the same way, a pre-test was applied to measure the vocabulary level of the students. The pre-test contained fifty-two words, which were considered relevant since they were part of daily life conversation topics. After applying the pre-test, the sensory scaffolding activities

were applied in the English lessons to teach specific vocabulary according to the students' academic level. Once the activities were completed, a post-test was applied to identify if there was any increase in the students' vocabulary level. These data were analyzed using descriptive statistics. The results of the hypothesis verification made it possible to ensure that in the experimental group a significant increase in the average of the post-test was observed, in this way it was possible to confirm the alternative hypothesis: The use of sensory scaffolding strategies allows the development of vocabulary among 9th grade students.

Keywords: Sensory scaffolding, English, vocabulary, teaching, learning, visual aids, illustrations, manipulatives, pictures, demonstrations.

CHAPTER I

THE RESEARCH PROBLEM

1.1. Introduction

Nowadays knowing the English language and even more being able to speak it is one of the greatest advantages that people from a society can achieve. And it is for this reason that the English language is part of the curriculum of the Ecuadorian Education system. However, the level of proficiency got by Ecuadorian students is not as good as it is expected to be.

Particularly, at Unidad Educativa “San José de Poaló” the students of 9th EGB do not reach the required level in terms of English vocabulary according to the level they are. Therefore, the sensory scaffolding strategy is introduced as a useful resource in order to develop and get significance on the teaching and learning process. This strategy helps to present content concepts regardless of the proficiency of the students and focus on the importance to provide the students with real life experiences, show them concrete items, visualize a lot of pictures, make some experiments, use the affective filter, and manipulate objects for students first to develop their background knowledge and then they can produce the English language. Therefore, this research is aimed at instructing the students through the use of sensory scaffolding, so that, they can be able to improve their English level concerning vocabulary.

A group of students was part of the study, they received classes implementing the use of visual aids, illustrations, manipulatives, pictures, drawings and demonstrations. Before and after the implementation of this strategy a pre and post-test was administered to the students in order to provide the researcher with important data.

The present research is divided as follows:

Chapter I: The problem is introduced, the justification is described and the reasons why sensory scaffolding strategy to improve the English vocabulary level of the students was proposed, is explained. The general and specific objectives are established.

Chapter II: Previous studies and theories that support this research, in this case the Sensory Scaffolding strategy, are mentioned and defined. Scientific documentation available in the virtual library of the Technical University of Ambato and Google scholar was revised, selected and included.

Chapter III: The place where the research was carried out and its characteristic are described. Different aspects such as the type of research, hypothesis, population and sample, data collection and data analysis are explained. The proposal based on sensory scaffolding is detailed.

Chapter IV: The results obtained through the administration of the pre-test and post-test to the students are analyzed in order to know deeply if the sensory scaffolding strategy applied in the present research really works.

Chapter V: Once the technique has been applied and the data has been analyzed and interpreted in the previous chapter, the conclusions and recommendations are described. The conclusions and recommendations will help to improve and optimize the process of teaching and learning the English Language.

1.2 Justification

This research focuses on helping teachers and students to develop their English language teaching and learning skills, specifically, in terms of vocabulary. It is a relevant aspect because most of the students of 9th grade EGB do not have a wide vocabulary, although they have been studying English most of their school life whether in school or outside it. For this reason, the present research has an educational interest in the use of sensory scaffolding as an essential factor which provides teachers and students with a significant tool to teach and learn English vocabulary.

Furthermore, from the methodological and educational point of view, this research is important because the sensory scaffolding finds the most effective and appropriate ways in which students acquire a basic knowledge and develop the skills and abilities that they can have of a foreign language such as English.

Additionally, this research is original because it proposes ways to provide adequate sensory scaffolding in order to promote vocabulary increase and motivation to learn the

language, since it has been observed that most of the students do not like to receive English classes.

Also, this research is feasible because through the implementation of sensory scaffolding strategies in the English class, teachers and students will be provided with authentic and significant materials and resources that will support the lack of didactic material in the classrooms.

Regarding the beneficiaries of this research, 9th grade EGB students and teachers that work at Unidad Educativa “San Jose de Poaló” will be benefited through this study. To achieve this, an in-depth investigation has been carried out, based on information on articles, in which it was mentioned that if teachers provide students with adequate scaffolding, it can bring excellent results.

In TEFL the scaffolding plays an important role in vocabulary increase, this research can help to the academic community in general because the most teachers and students use this, the most opportunities to learn vocabulary in the English language they will have.

1.3. Objectives

1.3.1. General

- To analyze the impact of sensory scaffolding on the development of English vocabulary in the students of 9th grade EGB of Unidad Educativa “San Jose de Poaló”.

1.3.2. Specifics

- To determine the vocabulary level of 9th grade EGB of Unidad Educativa “San Jose de Poaló”.
- To identify appropriate sensory scaffolding supports to develop vocabulary in the English language.
- To recognize the benefits of applying sensory scaffolding for vocabulary development in the English language.

CHAPTER II

RESEARCH BACKGROUND

2.1. Investigative Background

This study aims at analyzing the impact of sensory scaffolding on the teaching-learning process of the English language. For this reason, the following studies are taken as a reference.

The concept of scaffolding emerged in the 1970s with the renewed interest in the work of Lev Vygotsky and, specifically, the importance of the zone of proximal development (Vygotsky, 1978). Vygotsky contended that all learning occurs in this zone that lies between what students are currently capable of and what students are unable to do. By implication, this zone constitutes what learners would be capable of achieving given a degree of support and assistance. Consequently, Jerome Bruner established the formal concept of what he called “scaffolding” as a description of the methods that a teacher might use to facilitate learning in the zone of proximal development (Wood, Bruner, & Ross, 1976). Bruner originally identified three ways in which people learn (as a child psychologist, his ideas originally related to how children learn, but he extended this to include adolescent and adult learning as well). Firstly, “enactive representation”, i.e. through action; to be followed by “iconic representation” or the use of images; thirdly, “symbolic representation”, which is the use of language. Therefore, acquisition is best promoted by a progression from the physical to the visual to the verbal (Bruner, 1966). Based on these definitions, he stated that scaffolding focuses on helping the child to concentrate on the difficult skill that he or she is developing or acquiring (Ninio & Bruner, 1978).

Scaffolding in the EFL classroom grew in acceptance during the 1980s and 1990s and various approaches emerged (Mercer & Fisher, 1992). The formal classification by Walqui (2006), which describes 6 approaches to scaffolding, has been widely adopted and is used up to the present (Harräqi, 2017). Many of these require some specific cognitive effort on the part of learners (metacognition, schema building and text

representation) while others are little more than formal terms to describe what most language teachers have always practiced (modeling and bridging). The sixth concept, contextualization, is closest to Bruner's "enaction" and "iconic" representations since this includes a sensory context by using manipulatives, pictures; a few minutes of a film (without sound) and other types of realia (authentic objects and sources of information) can make language accessible and engaging for students (Walqui, 2006). This is the definition of sensory scaffolding to be used here.

At this point, it is worth distinguishing between what is, formally, sensory scaffolding in the form of manipulatives and visuals and those techniques used by language teachers for several decades as ways of making lessons merely more engaging or less stressful. Putting vocabulary items on pieces of paper to be arranged by students or turning pieces of a story into a jigsaw are classic activities of the Communicative Language Teaching (CLT) to EFL (Richard-Amato, 1988). The rationale behind such activities was largely motivational. For similar activities to constitute sensory scaffolding, there must be a clear purpose incorporated into the lesson plan that uses the tactile materials as a bridge to gaining clearer comprehension (Walqui, 2006). There is an element of this in another traditional element of CLT, Total Physical Response (TPR). According to Asher's original rationale, physical activity is connected to language acquisition in children and this may be activated also in adolescents and adults (Asher, 2003). However, the neurological mechanism by which this might occur was never established and TPR became better known as a leading method for lowering the affective barrier—or stress levels—that impede language acquisition. In this capacity, TPR continues to be used and be the subject of research today (Oflaz, 2019). Stress and inhibition was the target of another well-known approach that made extensive use of sensory experiences, Suggestopedia. Music, pleasant smells and soft lighting were all used to create a low-anxiety ambience that was claimed to accelerate language learning (Richards & Rodgers, 2014). All of these approaches have played an important part in the development of modern language teaching and learning, but none used sensory techniques as scaffolding in the manner described by Bruner or Walqui.

The cognitive approaches to scaffolding, such as metacognitive development, have been the subject of research for at least the last two decades, but techniques associated with “contextualization,” or sensory scaffolding, in EFL have received attention only more recently. Early research into the use of manipulatives, a term borrowed from the technique used in mathematics education, was based largely on the multiple intelligences and learning styles theory (James & Gardner, 1995). However, over the last 10 years there have been attempts to use physical manipulation of objects and realia as a method of facilitating student comprehension of new language. Corrales and Sierra (2002) state that for ESL teachers, audiovisual resources and manipulatives allow learners to improve their language comprehension since these tools stimulate senses and enhance learning.

More recently, Huynh (2017) found that sensory scaffolding is the most effective strategy to ensure that there are fewer language barriers to understanding. Manipulating things and making use of visual aids are ways in which teachers can help the students to construct meaning. He emphasizes on the fact that people are visual learners, considering that they can get a lot of information through sight. Meanwhile, people acquire new ideas better if they combine both tactile (manipulatives) and visual aids instead of relying on printed text. Specifically, he states that through sensory scaffolding students are able to use their senses to recognize abstract ideas and create and learn new ones. Visuals and manipulatives like pictures or motions are effective ways to provide students with significant learning since they are forms of sensory scaffolding (Huynh, 2017).

To illustrate this approach, Huynh (2017) goes on to report on a class observation in which a teacher was trying to give a definition to food chains and food webs. Students were given some pieces of paper, each one contained a different animal. Then they had to move those images to create a new construction of the food web. As a conclusion the physical movement from the cards helped the learners to internalize the new content. Huynh (2017) argues that the new information would have remained abstract if the visual aid had not been used.

Meanwhile, in Middle-Eastern EFL practice, researchers have looked at the use of visual sensory scaffolding in the teaching-learning of reading and writing. Lestari (2016) found that visual scaffolding is able to make complex ideas from texts more accessible and it makes language or vocabulary more memorable. Their findings certainly indicate a strong correlation between the groups using visual support for their reading as compared to the control group. However, it is not clear how much of this is attributable to the activation of the visual sense for cognition and how much the visuals were stimulating a schema for the reading texts. This visual approach to reading was also used by Borsipour, Pishghadam and Meidani, (2019), but with an explicit focus on using visuals to create an emotional connection with the text being studied. Again, their findings were promising for the wider use of this technique. Other researchers have applied visual scaffolding to writing skills. Mohammed (2020), found that pictures helped students to focus on the cognitive task of process writing, from the planning stage through to the final draft.

Much research still uses learning style theory as a key justification, which is unhelpful since Gardner's theories and derived approaches have never gained acceptance in the academic field due to the problems of validating research results attributed to the learning style differences (Antoniuk, 2019). Furthermore, effective scaffolding should be applicable to all learners in a group, not merely those who best respond to certain approaches since collective and collaborative learning is essential to accessing the zone of proximal development for a class of students. With this in mind, a multimodal approach has been used by a small minority of teacher-researchers, which seeks to use various sensory techniques together in order to activate student cognition.

Ghani, Nawaz and Asif (2015) stated that by integrating and merging the exercises that provide sensory stimuli in the English class, you can make students more involved and engaged in the learning process. Knowing the senses from a basic point of view, including the sensory organs and their role in the classroom helped the teacher to develop the oral expression skills of the students.

In the parallel field of Spanish Foreign Language Learning, Karahisarlidis and Young (2017) found that "Instead of limiting meaning to one mode, students can use a range of

representations of their understanding and acquisition.” (pg. 76). However, they emphasized the manipulative or tactile scaffolding approaches over others: “It seemed that having a physical representation of something, helped students to complete their thoughts and utterances more coherently.” (pg. 83)

In another paper called “The influence of instructional scaffolding strategies to develop reading comprehension skills in 9th grade students at an educational institution in Guayaquil, during academic year 2017 2018”, Rojas (2020) determined the influence of scaffolding instruction in the reading comprehension skill development . The population was formed by students from Juan Leon Mera -9th-grade. To get information a survey was applied to the students, and to compare and analyse the results a doble test was used. The results showed that there is significance differences in the achievements of the students reading comprehension skills once they received the scaffolding instruction. In conclusion, providing students with an adecuade scaffolding instruction helped them to develop in a better war their reading comprehension skills.

On the other hand, Padmadewi, and Artini (2019) wrote an article with the aim of analyzing the implementation of scaffolding activities in writing to improve primary school English literacy. The study was carried out in a bilingual school located north of Bali Singajara. The sample consisted of 3 teachers and 21 fifth-grade students. The qualitative-quantitative method was applied. The results showed that the use of different strategies of scaffolding that included writing techniques, and visual exercises helped learners to delevop their writing skills. Finally, it was concluded that scaffolding strategies had a possitive effect in writing skill development.

In a different research paper Ahmed (2008) conducted an investigation to determine the effectiveness of Scaffolding Interactive Activities to develop listening comprehension in Sixth Grade student in Jeddahd in Saudi Arabia, it was aimed at identifying the effectiveness of applying interactive scaffolding activities in the listening comprehension skills. To do this research a sample of 50 students from sixth grade were selected. They were divide into two groups, 25 for the control and 25 for the experimental. The instruments and materials for the study were a listening skill list, a listening comprehension test for the pre and post test. It last 8 weeks, the application was

done two periods a week. The results evidenced a statistical significance difference in the average score obtain from both, the control group and the experimental group. As a conclusion, these kind of interactive activities with scaffolding were effective in developing the listening comprehension skills.

Likewise, Salbego, Heberle, and Soares (2015) conducted a study aimed at analyzing English textbooks about scaffolded learning. The authors of the book focused specifically on the fusion between visual and verbal modes to stimulate language learner. So they want to prove if learning English can be more productive with the use of image and its analysis. They worked with students providing pictures for the Interchange Book, to be exactly 3 pictures were presented and analyzed. Each of them with a common purpose of identifying the main goal, to understand the activity and the content. As a conclusion, is an excellent way to teach the students using image, understand the content of visual meaning. In this case, teachers responsible for the subject must instruct students to read pictures and not only written texts. Additionally, visual resources may play a very important role in scaffolding the students understanding.

Finally, a recent study into speaking skills Hernández (2018) suggested a template for a lesson plan to be implemented in the teaching-learning process with English learners of university age. The results showed that the use of scaffolding strategies had a positive impact on the students' speaking ability. Therefore, there was a growing body of evidence that these strategies of scaffolding help students to develop their speaking skills, as well as reading and writing abilities.

2.2. Theoretical basis - Independent Variable

Sensory Scaffolding

The stimulation of the senses to provide learning is called sensory scaffolding. These are stimuli that permeate and activate the senses in a natural or programmed way. When sensory stimulation is programmed, the most appropriate stimuli are chosen to promote people's learning (Ahmed, 2008).

In other words, sensory scaffolding refers to the input of information from the environment to the nervous system through the senses to elaborate sensations and

perceptions. This is the first element on which any learning is built, since it represents the first stage of the development of basic cognitive functions (attention, memory) and allows the development of higher cognitive functions (problem solving, reasoning, language and creativity). The acquisition or capture of stimuli is the beginning of the memory process, where attention and perception play the main role. Subsequently, the stored information will be used to operate and reason (Ghani, Nawaz, & Asif, 2015).

Through the senses and experimentation of the environment, learners get in the process of assimilation and accommodation, this allows them to construct their learning and understand the world that surrounds them (Lestari, 2016).

Purpose of sensory scaffolding

According to Huynh (2017) sensory scaffolding has the following purposes:

Learning through movements: from movement, the necessary learning for personal development is acquired intuitively. Therefore, in a fun way students learn space-time concepts, motor skills, balance, etc., which develops other fields such as writing, reading, mathematics, languages, which are necessary skills for academic success, and that helps people in their personal and social development.

Contextualizing ideas through objects: The richness, at the sensory, cognitive, relational and social level that the student can benefit from when working with objects and various equipment through games, activities, tasks, etc., is of such a formidable magnitude that it makes the materials have to be present throughout the student's academic training. Still in adulthood, it is sought to transform abstract knowledge into more tangible and contextualized experiences, more palpable to the senses, in order to better enjoy and enrich students learning through direct contact.

Acquiring new knowledge and vocabulary: when it comes to promoting the development of oral and written language, sensory scaffolding is extremely beneficial as it provides varied information that will later be converted into concepts, expanding vocabulary and understanding. In sensory scaffolding for therapeutic or preventive purposes, materials and activities are planned seeking to enrich the world of experiences

through the generation of diverse sensations that allow learners to structure thought and develop language. The activities can be group or individual and are mainly carried out outdoors.

Sensory scaffolding supports

Huynh (2017) describes the following sensory scaffolding supports:

Illustrations: illustrations not only constitute a representative and iconic definition, but also present a graphic organization of the apparent reality and without a doubt, they have a didactic function.

Videos/films: the video becomes an audiovisual resource that uses images, text, sound, colors or characters (human or animated) to present information. The video is characterized by movement, the transition from one stage to another with multimedia elements; in other words, it is a system for recording and reproducing information accompanied by images, text and most of the time, sound.

Pictures and photographs: learning through images is a strategy that facilitates the understanding of the student when acquiring and processing new information, it means that the image encourages students to participate in class and helps to build relationships in the written lessons they are learning in the classroom. The image stimulates reflection, induces participation, promotes the association with words and texts.

Manipulatives: these materials perform a special role in the construction of knowledge and in the general development of the learners, thanks to the interaction that the students make with objects, they can get to know the reality in which they are, give meaning to all their actions and be participants in their own learning.

2.3. Theoretical basis - Dependent Variable

Vocabulary

Vocabulary is a group of words that belongs to a language, that means, all the words that people know, understand and use every day, in social life, academic contexts and in any life situation (Li, Cummins, & Deng, 2017).

Vocabulary development

Vocabulary is essential to be able to think coherently and accurately. In this way people will be able to increase the cognitive processes in which it is so important to discriminate, distinguish nuances, order ideas, argue wisely, or refute ideas. In short, the dialectical competence of the speakers is based on a good lexical basis (Mancilla-Martinez, Hwang, Oh, & Pokowitz, 2020).

Concerning language learning, vocabulary is essential when people decide to learn a new language. When the objective of a person is to learn and communicate ideas and thoughts in a new language, it is necessary that they have a wide lexical repertoire and much more if it is in order to be able to interact with native speakers of the other language. Also, not having a large and adequate vocabulary made extremely difficult to apply the grammatical processes learned (Stolt, Haataja, Lapinleimu, & Lehtonen, 2008).

Receptive vocabulary

It is the ability of the human being to learn new words and the meaning of the relationships between the words. This ability allows a speaker to be able to interpret, in different situations, the reception of messages. Receptive vocabulary consists of all the words that people understand when people communicate, also when they read. Generally, in people, receptive vocabulary is a predominant ability. In other words, although children, for instance, have not developed writing or reading skills, they may be able to follow simple orders and demonstrate that they understand a part of the language that they interact around (Dizon & Tang, 2017) .

Productive vocabulary

It is that effective vocabulary used by people to communicate. This vocabulary is fully integrated by users into their everyday language and they are capable of producing messages using it. That is the type of vocabulary that a person understands and uses when required without any help (Dizon & Tang, 2017).

CHAPTER III

RESEARCH METHODOLOGY

3.1. Location

This study was carried out at Unidad Educativa “San José de Poaló”. This is a regular academic institution located in the Tungurahua province; district of Santiago de Píllaro in the parish of San José de Poaló. The modality is Face-to-face with a morning session, but currently due to the Covid-19 pandemic the modality is virtual. This institution teaches from preschool all the way through to high school.

This parish is located at 3400 meters above the sea level, which determines its cold climate, with an average temperature of 5 °C to 12 °C. It belongs to Andes of Ecuador, along with Chimborazo, Pastaza and Cotopaxi. This parish has a great biodiversity due to its location. San José de Poaló has 1880 inhabitants, 65.78% are dedicated to agriculture, livestock, forestry and fishing. The parish of San José de Poaló groups a great variety of tourist attractions.

3.2. Materials and equipment

To carry out this research a questionnaire (survey) for the students was designed. The purpose of this instrument was to identify the sensory scaffolding supports to be included in the intervention plan. An intervention plan was constructed to implement sensory scaffolding activities in the English class. Respectively, a pre-post test was created to measure the vocabulary level of the students before and after the intervention plan.

3.3. Research method

This study was based on a quantitative approach that includes the collection, analysis and interpretation of data obtained after administering the instruments. Data was collected through the implementation of a pre and post-test.

It is a quantitative study since an analysis was carried out with the numerical data obtained from the administration of a pre and post-test in order to compare the

vocabulary proficiency level of the students before and after applying the treatment based on sensory scaffolding strategies. These data were analyzed using descriptive statistics.

Similarly, a quasi-experimental research design was implemented. It is a quasi-experimental investigation since the sample chosen was not random. This type of quasi-experimental design is also known as a before and after design. If the values after the experiment differ significantly from the values before the experiment, it can be argued that the change was produced by the treatment.

In the same way, this research is bibliographic since the variables are supported by previous studies. Through the review of the literature, a documentation of works and theories related to sensory scaffolding and language teaching-learning was established, this indicates that both are topics that have been previously studied by different authors. which provides greater validity to the present study and the results obtained.

Likewise, it is an exploratory research since it tries to discover the reasons why students do not have enough vocabulary in English. Also it seeks to provide information on how they can develop it through the use of sensory scaffolding strategies.

3.4. Hypothesis

The use of sensory scaffolding strategies allows the development of vocabulary among 9th grade students.

3.5. Population and sample

The population of this research was made up of the students and teachers of the secondary school of “San José de Poaló High School”. The sample consisted of the students of 9th grade and one (1) teacher. The class had an enrollment of 20 students.

Operationalization of variables

TABLE 1 INDEPENDENT VARIABLE

Independent Variable:	Dimensions	Indicators	Items	Techniques	Instru- men- ts
<p>SENSORY SCAFFOLDING</p> <p>Sensory scaffolding allows students to use their senses with the purpose of learning vocabulary through audiovisual supports such as images, videos, illustrations, podcast and some others.</p>	Sensory scaffolding supports	<ul style="list-style-type: none"> • Illustrations • Videos/films • Pictures and photographs • Diagrams and drawings • Manipulatives • Podcasts • Physical activities • Songs • Posters or displays 	<ol style="list-style-type: none"> 1. Do you consider learning English is important for life? 2. How important do you consider to know English vocabulary to communicate ideas successfully? 3. Do you practice vocabulary in your English lessons? 4. What is the best way for you to learn vocabulary? 5. What type of audiovisual materials does your teacher use to teach vocabulary? 6. Does your teacher use physical activities to teach vocabulary? 	SURVEY	QUESTIONNAIRE
	Purpose	<ul style="list-style-type: none"> • Learning through movements. • Contextualizing ideas through objects. • Acquiring new knowledge. • Acquiring new vocabulary. 	<ol style="list-style-type: none"> 7. How often does your teacher use manipulatives (objects that can be touched or moved by students for learning) to teach vocabulary? 8. The use of pictures and videos makes you better understand the English language? 9. Do you think sensory scaffolding (use of your senses to understand or learn new ideas) is a good strategy to learn vocabulary? 10. Should your teacher use sensory scaffolding activities to teach you vocabulary in English? 		

Source: Direct Research

Elaborated by: Quilapanta, S. (2020)

TABLE 2 DEPENDENT VARIABLE

Dependent variable:	Dimensions	Indicators	Items	Techniques	Instruments
<p>VOCABULARY DEVELOPMENT</p> <p>It refers to the improvement of vocabulary through the use of different skills and strategies that allows students to learn words that are used in daily conversations to communicate successfully.</p>	Vocabulary	<ul style="list-style-type: none"> - Receptive vocabulary - Productive Vocabulary 	<p>Task 1: Leisure activities</p> <p>Listen to the recording and fill in the gaps with the words that you hear.</p> <p>Task 2: Technology</p> <p>Match the words and pictures and then fill the gaps with the correct words.</p> <p>Task 3: Customs and celebrations</p> <p>Read the e-mail. Then, fill in the blanks with the correct words. Use the Word Bank.</p>	PRE AND POST-TEST	QUESTIONNAIRE
	Vocabulary skills and strategies	<ul style="list-style-type: none"> - Word grouping <ul style="list-style-type: none"> - Concept vocabulary. - Contextual word list. - Context clues -Word relationships <ul style="list-style-type: none"> - Synonyms - Antonyms 	<p>Task 4: Synonyms</p> <ol style="list-style-type: none"> 1. Choose the correct synonym for each word. There are 2 extra words you do not need to use. 2. Complete the gaps with the synonyms from the chart above <p>Task 5: Antonyms</p> <ol style="list-style-type: none"> 1. Choose the correct antonym for each word. There are 2 extra antonyms you do not need to use. 2. Complete the gaps with the antonyms from the chart above. 		

Source: Direct Research

Elaborated by: Quilapanta, S. (2020)

3.6. Data Collection

In order to collect data and achieve the success of this research different instruments and techniques were used. They are described as follows:

Survey

A survey was designed and administered to the students in order to identify the best sensory scaffolding supports to include as activities in the intervention plan (See Appendix A). The survey consisted of 10 questions. The questions were related to the variables analyzed in the study: Vocabulary and Sensory Scaffolding. The questionnaire was developed in Google Forms and was applied in an online modality. The link was shared with them to their e-mail addresses and they were required to answer simple or multiple choice questions based on the Likert scale.

Pre-test and post-test

Pre and post-test were designed and administered to the participant at the beginning of the treatment (See Appendix B). It was a vocabulary language proficiency test, to measure the level of vocabulary of the students of 9th grade. The test was based on the English textbook of 9th grade provided by the Ministry of Education of Ecuador.

To design the pre-test, the content of the English textbook was analyzed to identify and select the vocabulary to be included in the activities of the proposal. Fifty words were selected. The words chosen are considered relevant since they are part of daily life conversation topics. The selected topics were Leisure activities, Technology, Customs and celebrations, Synonyms and Antonyms.

The test was designed after revising the content and topics of the books and also, after selecting the words. It was designed in Google Forms.

Content of the test

The test consisted of fifty-two words that were categorized and divided into five (5) tasks. Each task is based on different vocabulary topics contained in the textbook of 9th grade proposed by the Ministry of Education and it is the vocabulary that students must use in their current lessons. The tasks were divided as follows:

The first task contained vocabulary related to *Leisure activities*. It consisted of listening to a recording and completing the gaps with 12 words.

The second task contained vocabulary related to *Technology*. It consisted of matching 12 images and words and filling in the gaps to complete sentences.

The third task contained vocabulary related to *Customs and celebrations*. It consisted of reading and completing a text with 8 words.

The fifth task contained vocabulary related to *Synonyms*. It consisted of writing the synonyms of 10 words and then completing sentences with those synonyms.

The fourth task contained vocabulary related to *Antonyms*. It consisted of writing the antonyms of 10 words and then completing sentences with those synonyms.

Pre-test, post-test administration

The participants were required to take the same test as a pre-test and a post-test. As a pre-test, it measured the vocabulary proficiency level of the students before getting the treatment. As a post-test, it measured the effectiveness of the sensory scaffolding activities implemented during the treatment for the development of vocabulary of the participant students. The test contained 82 items and each item was out of 1 pt.

The test was administered online; the link was shared to the e-email addresses of the students. The students had 40 minutes to answer the test once they completed the test; the responses were gathered in a spreadsheet in the researcher google account.

TABLE 3 DATA COLLECTION PLAN

Basic questions	Explanations
What for?	To accomplish the objectives
What people or objects?	9 th grade students
What aspects?	Sensory Scaffolding for teaching vocabulary
Who?	The researcher
When?	School year 2020-2021
Where?	Unidad Educativa “San José de Poaló”.
How many times?	4 weeks

What data collection techniques?	Survey, Pre and Post test
With what?	Questionnaires

Source: Direct Research

Elaborated by: Quilapanta, S. (2020)

Intervention plan

The intervention plan consisted of the implementation of different sensory scaffolding supports to enhance vocabulary learning in 9th graders. The activities were selected after gathering the results of the survey. Sensory scaffolding supports like videos, podcast, illustrations, pictures, manipulatives and demonstrations, were chosen. The intervention was carried out in 8 online sessions of 40 minutes. The pre-test was applied before the treatment, and the post-test was applied after that.

A detailed description of the intervention plan is shown in the chart below.

TABLE 4 INTERVENTION PLAN

Phase	Activities	Objectives	Resources	Time
1	Pre-test administration	Measures the vocabulary proficiency level of the students before getting the treatment.	Online test designed in Google Forms.	40 min
2	Activity 1: Listen to a podcast episode.	Identify leisure activities vocabulary.	Podcast	40 min
	Activity 2: Watch a video.	Identify technology vocabulary.	Video	40 min
	Activity 3: Complete a puzzle (manipulative).	Identify through a puzzle technology vocabulary.	Puzzle	40 min
	Activity 4: Illustrate a story.	Identify customs and traditions vocabulary.	Illustration program.	40 min
	Activity 5: Flash cards creation.	Identify synonyms.	Flash cards	40 min
	Activity 6: Draw antonyms.	Identify synonyms.	Paper, pencil, colors.	
	Activity 7: Flash card creation.	Identify antonyms.	Flash cards	40 min
	Activity 8: Demonstrate antonyms.	Identify antonyms.	Power point presentation	40 min

3	Post-test administration	Measured the impact of the sensory scaffolding activities on the development of vocab.	Online test designed in Google Forms.	40 min
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Source: Direct Research

Elaborated by: Quilapanta, S. (2020)

3.7. Data processing and analysis

Descriptive statistics and inferential analysis were used for processing, analyzing and interpreting quantitative data. The information obtained was reviewed and tabulated to later present it in tables and figures, the results were described to facilitate understanding. The interpretation of the results served to obtain the conclusions and recommendations. On the other hand, the survey was analyzed qualitatively; the results were interpreted and helped to identify the best sensory scaffolding supports to apply in the treatment. Finally, the hypothesis was verified and the research was considered feasible.

3.8. Response variable or results

After implementing the treatment based on the use of sensory scaffolding strategy, the English vocabulary level of the students was measure through the application of a pre-test and a post-test. Vocabulary development corresponded to the dependent variable that was intended to be modified during this study. At the beginning of the study a pre-test was applied to the students, and the results indicated that they had a low level in vocabulary. After that, students were taught through sensory scaffolding activities. Subsequently, a post-test was applied.

The hypothesis was verified through the use of Wilcoxon test and the Maan-Whitney test which were the most suitable tests for small samples sizes. The results of the hypothesis verification made it possible to ensure had a significant increase in the average of the post-test, which allowed to determine that the differences before and after the use of sensory scaffolding were statistically positive, which means that the use of sensory scaffolding strategies allowed the development of vocabulary among 9th grade students.

CHAPTER IV RESULTS AND DISCUSSION

The analysis and interpretation of results is presented considering the results obtained from the administration of the survey and the pre-test and post-test. The analysis that emerges is based on the objectives that guided this investigation. After administering the instruments, the following results were obtained:

4.1. Survey

Question 1: English' importance

TABLE 5 ENGLISH' IMPORTANCE

Alternative	Frequency	Percentage
Yes	18	90%
No	0	0%
Maybe	2	10%
TOTAL	20	100%

Source: Survey addressed to students from 9th grade of Unidad Educativa “San José de Poaló”.

Elaborated by: Quilapanta, S. (2020)

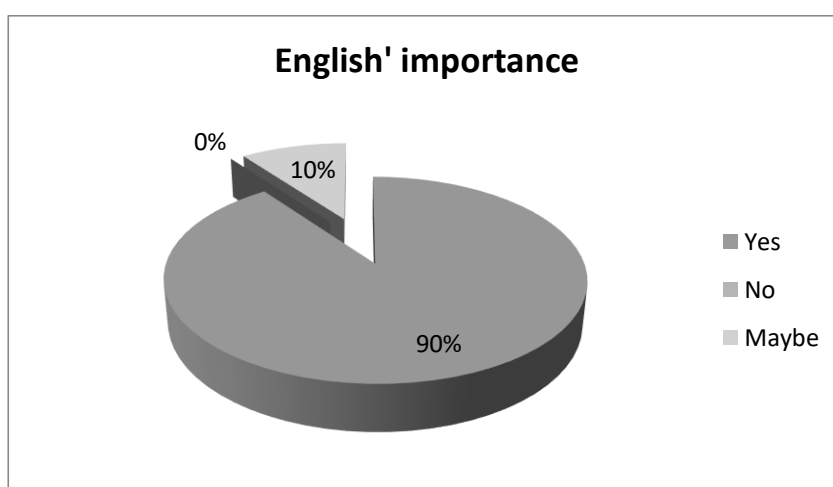


Figure 1 English' importance

Source: Survey addressed to students from 9th grade of Unidad Educativa “San José de Poaló”.

Elaborated by: Quilapanta, S. (2020)

Analysis and Interpretation

Centered on figure above, most of the students consider that English is important for life, it means that by learning English they have more options and possibilities to know different ways of thinking, also to know other cultures and lifestyles. On the other hand, 10% of the students indicated that learning English is not necessary since they do not interact with other people in the language.

Question 2: English vocabulary to communicate

TABLE 6 ENGLISH VOCABULARY TO COMMUNICATE

Alternative	Frequency	Percentage
Very important	11	55%
Important	7	35%
Moderately important	2	10%
Not important	0	0%
TOTAL	20	100%

Source: Survey addressed to students from 9th grade of Unidad Educativa “San José de Poaló”.

Elaborated by: Quilapanta, S. (2020)

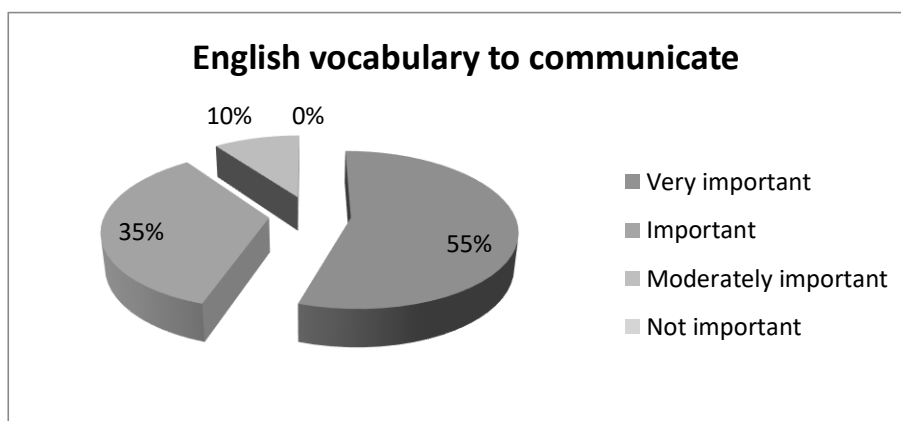


Figure 2 English vocabulary to communicate

Source: Survey addressed to students from 9th grade of Unidad Educativa “San José de Poaló”.

Elaborated by: Quilapanta, S. (2020)

Analysis and Interpretation

According to the data showed above, students consider that vocabulary is essential for language learning, since if they do not have enough vocabulary they will not be able to understand each other's. Besides 35% indicates that learning vocabulary is important to have better communication. On the other hand, 10% of the students indicate that vocabulary is not really important to communicate, maybe they give more importance to other aspects of the language.

Question 3: English vocabulary practice

TABLE 7 ENGLISH VOCABULARY PRACTICE

Alternative	Frequency	Percentage
Always	7	35%
Sometimes	13	65%
Never	0	0%
TOTAL	20	100%

Source: Survey addressed to students from 9th grade of Unidad Educativa “San José de Poaló”.

Elaborated by: Quilapanta, S. (2020)

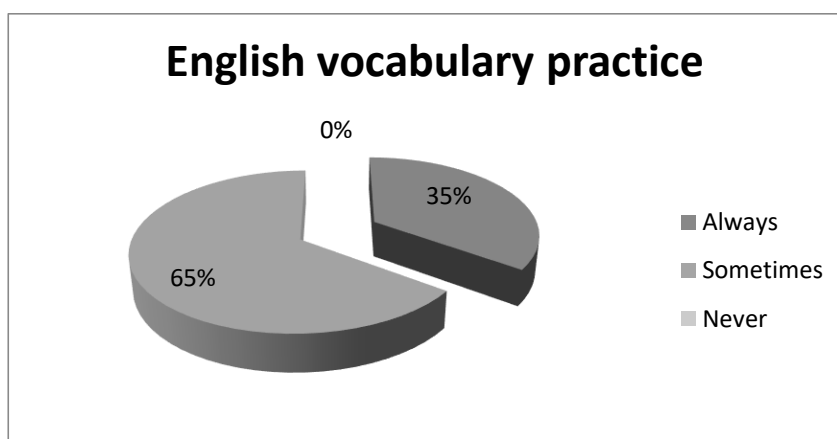


Figure 3 English vocabulary practice

Source: Survey addressed to students from 9th grade of Unidad Educativa “San José de Poaló”.

Elaborated by: Quilapanta, S. (2020)

Analysis and Interpretation

With regards to this inquiry, 65% of the participants indicate that they sometimes practice vocabulary in the English class, it means that the teacher plans activities focused on vocabulary, in this case vocabulary can be learned from readings, audiovisual materials, flash cards etc. In the same way, 35% of the students posit that they always practice vocabulary in their lessons which means that they also practice other skills.

Question 4: Best way to learn vocabulary

TABLE 8 BEST WAY TO LEARN VOCABULARY

Alternative	Frequency	Percentage
Pictures	3	15%
Videos	10	50%
Music	1	5%
Acting out	0	0%
Readings	0	0%
Textbooks	6	30%
Games	0	0%
TOTAL	20	100%

Source: Survey addressed to students from 9th grade of Unidad Educativa “San José de Poaló”.

Elaborated by: Quilapanta, S. (2020)

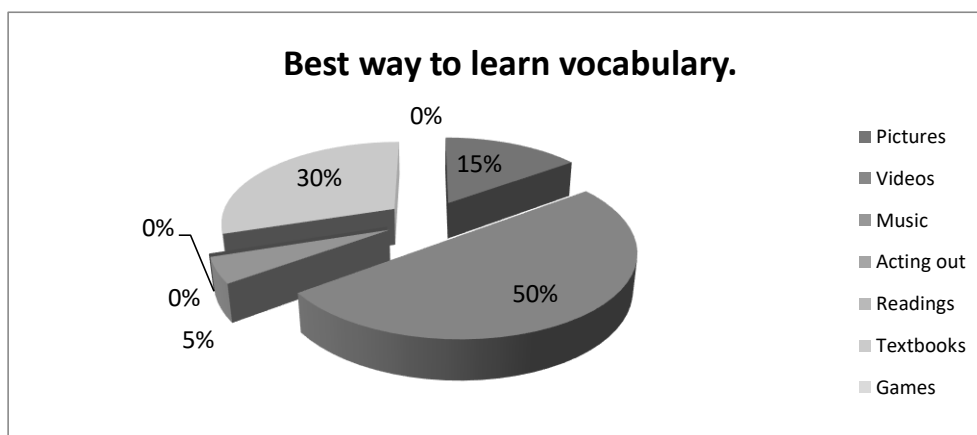


Figure 4 Best way for you to learn vocabulary

Source: Survey addressed to students from 9th grade of Unidad Educativa “San José de Poaló”.

Elaborated by: Quilapanta, S. (2020)

Analysis and Interpretation

Based on the aforementioned figure 50% of the participants point out that the best way to learn vocabulary is through videos, this considering that audiovisual materials are powerful tools that combine audio and images so students can associate images with vocabulary while they listen to the pronunciation. On the other hand, 30% of the students indicate that they learn vocabulary through text books which is a good way since some books are illustrated too, and also students identify vocabulary through the context presented in the texts. Additionally, 15% of the students learn vocabulary

through the use of pictures like flash cards. Finally, 5% indicate that music is a good way to learn vocabulary since they discover new words by listening to music.

Question 5: Audiovisual materials to teach vocabulary.

TABLE 9 AUDIOVISUAL MATERIALS TO TEACH VOCABULARY.

Alternative	Frequency	Percentage
Illustrations	3	15%
Videos/films	11	55%
Pictures and photographs	2	10%
Diagrams and drawings	4	20%
TOTAL	20	100%

Source: Survey addressed to students from 9th grade of Unidad Educativa “San José de Poaló”.
Elaborated by: Quilapanta, S. (2020)

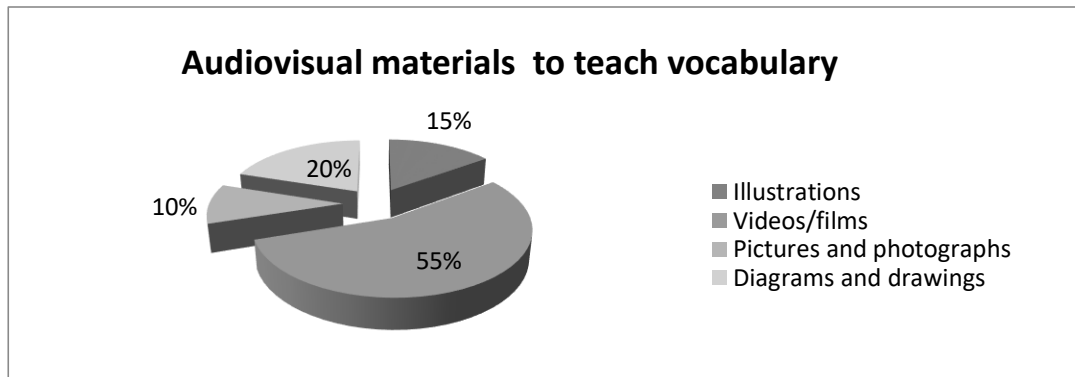


Figure 5 Audiovisual materials to teach vocabulary

Source: Survey addressed to students from 9th grade of Unidad Educativa “San José de Poaló”.

Elaborated by: Quilapanta, S. (2020)

Analysis and Interpretation

According to the data seen in the table above, 55% of the participants state that the teacher uses videos and films to teach them vocabulary. When watching videos, students activate their vision and hearing to detect images and audios and in this way learning can be produced. On the other hand, 20% of the students indicate that the teacher uses

diagrams and drawings to teach them vocabulary, through drawings students can learn vocabulary since they are conscious of what they are doing and this is meaningful for them. As well as in drawings, 15% of the students mention that their teacher uses illustrations to teach them vocabulary which is good since illustrations are excellent visual resources, and the brain registers and remember visual forms easily. In the same way 10% of the students manifest that their teacher uses pictures and photographs to teach them vocabulary and as in illustrations, through this resource they are easier to be remembered.

Question 6: Physical activities to teach vocabulary.

TABLE 10 PHYSICAL ACTIVITIES TO TEACH VOCABULARY.

Alternative	Frequency	Percentage
Never	9	45%
Sometimes	11	55%
Always	0	0%
TOTAL	20	100%

Source: Survey addressed to students from 9th grade of Unidad Educativa “San José de Poaló”.
Elaborated by: Quilapanta, S. (2020)

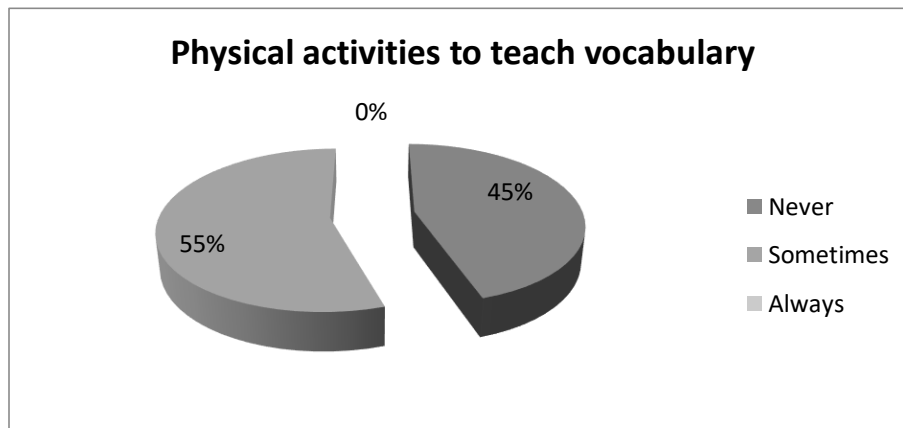


Figure 6 Physical activities to teach vocabulary

Source: Survey addressed to students from 9th grade of Unidad Educativa “San José de Poaló”.

Elaborated by: Quilapanta, S. (2020)

Analysis and Interpretation

Analyzing the data above, 55% of the students indicate that their teacher sometimes uses physical activity to teach the lessons, while the other 45% manifests that she always uses this kind of activities to teach their classes. It means that students keep physically active during their lessons by exercising for short periods of time, stretching or dancing. These activities incorporate language expressions through which they can learn vocabulary.

Question 7: How often does your teacher use manipulatives (objects that can be touched or moved by students for learning) to teach vocabulary.

TABLE 11 USE MANIPULATIVES TO TEACH VOCABULARY.

Alternative	Frequency	Percentage
Never	1	5%
Sometimes	12	60%
Always	7	35%
TOTAL	20	100%

Source: Survey addressed to students from 9th grade of Unidad Educativa “San José de Poaló”.
Elaborated by: Quilapanta, S. (2020)

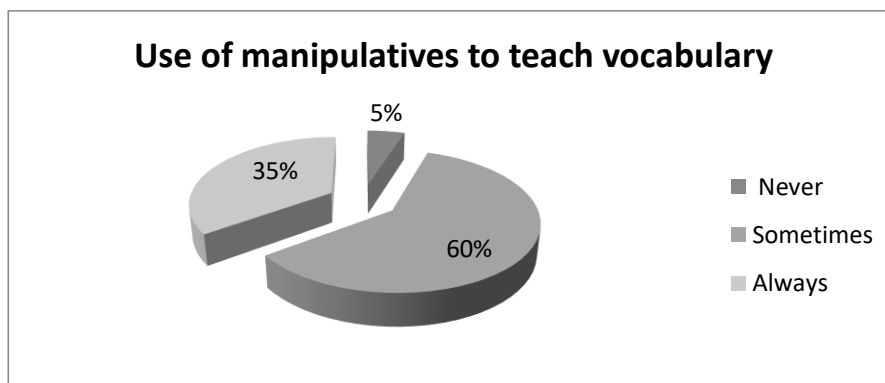


Figure 7 Use of manipulatives to teach vocabulary

Source: Survey addressed to students from 9th grade of Unidad Educativa “San José de Poaló”.

Elaborated by: Quilapanta, S. (2020)

Analysis and Interpretation

In question number seven, 12 students which represents the 60% says that their teacher sometimes uses manipulatives to teach their lessons, it means that students learn vocabulary by touching or moving objects. Manipulatives aid to understand better the concepts and in this case the vocabulary, by touching or holding students can learn in a better way, making learning more significant. On the other hand, 35% mentions that their teacher always uses manipulatives, for this reason they have a better understanding of the vocabulary.

Question 8: The use of pictures and videos makes you better understand the English language.

TABLE 12 PICTURES AND VIDEOS MAKES YOU BETTER UNDERSTAND THE ENGLISH LANGUAGE.

Alternative	Frequency	Percentage
Yes	3	15%
No	7	35%
Maybe	10	50%
TOTAL	20	100%

Source: Survey addressed to students from 9th grade of Unidad Educativa “San José de Poaló”.
Elaborated by: Quilapanta, S. (2020)

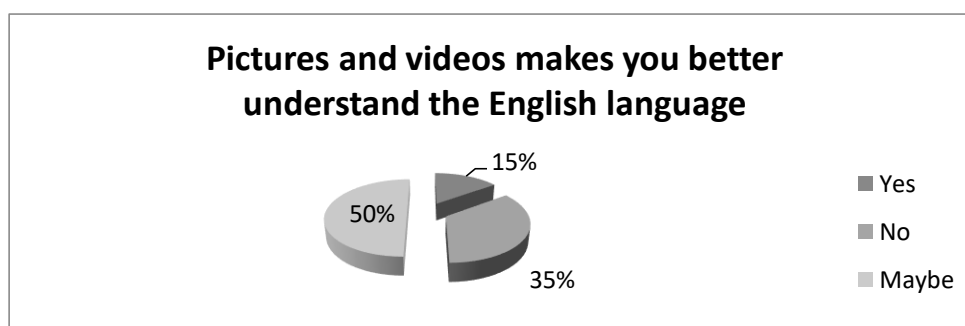


Figure 8 Pictures and videos makes you better understand the English

Source: Survey addressed to students from 9th grade of Unidad Educativa “San José de Poaló”.

Elaborated by: Quilapanta, S. (2020)

Analysis and Interpretation

Regarding the answers for this question, only 15% of the participants considers that they can learn English with the use of pictures and videos since learning can be more significant and easier to remember. On the other hand, 50% posits that it can be possible to learn with visual and audiovisual resources, since they activate their senses and consequently facilitate language learning. However, the other 35% thinks that to learn English it is not enough to watch a video or see pictures, but it must be complemented with another strategy or resource.

Question 9: Sensory scaffolding (use of your senses to understand or learn new ideas) is a good strategy to learn vocabulary.

TABLE 13 SENSORY SCAFFOLDING A GOOD STRATEGY TO LEARN VOCABULARY.

Alternative	Frequency	Percentage
Yes	17	85%
No	0	0%
Maybe	3	15%
TOTAL	20	100%

Source: Survey addressed to students from 9th grade of Unidad Educativa “San José de Poaló”.
Elaborated by: Quilapanta, S. (2020)

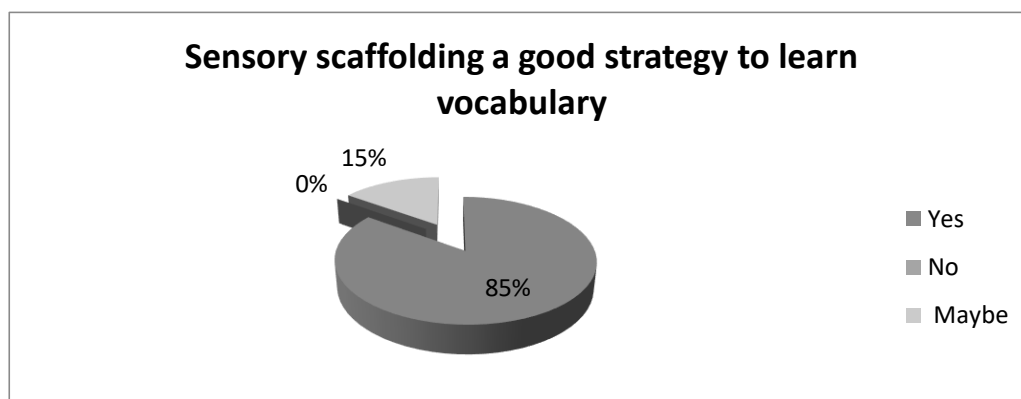


Figure 9 Sensory scaffolding a good strategy to learn vocabulary

Source: Survey addressed to students from 9th grade of Unidad Educativa “San José de Poaló”.

Elaborated by: Quilapanta, S. (2020)

Analysis and Interpretation

Based on the results, 85% of the participants think that sensory scaffolding is a good strategy to learn vocabulary since their senses are stimulated by different agents like audiovisual resources, objects or even body movements or demonstrations. Using these elements learning becomes more significant since the students can gain deeper understanding of the vocabulary, also students feel more engage with their learning since they feel more motivated. Though, 15% of the students is not completely sure about the effectiveness of sensory scaffolding in their learning, this means that they are not completely conscious about how positive learning vocabulary with this strategy can be.

Question 10: Should your teacher use sensory scaffolding activities to teach you vocabulary in English.

TABLE 14 SENSORY SCAFFOLDING ACTIVITIES TO TEACH YOU VOCABULARY IN ENGLISH.

Alternative	Frequency	Percentage
Yes	15	75%
No	0	0%
Maybe	5	25%
TOTAL	20	100%

Source: Survey addressed to students from 9th grade of Unidad Educativa “San José de Poaló”.
Elaborated by: Quilapanta, S. (2020)

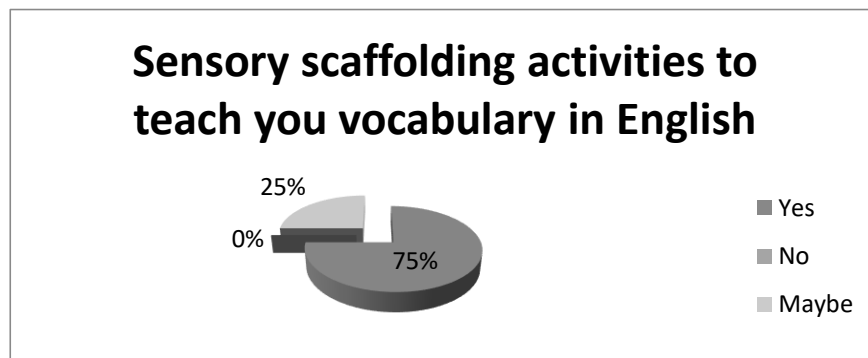


Figure 10 Sensory scaffolding activities to teach you vocabulary in English

Source: Survey addressed to students from 9th grade of Unidad Educativa “San José de Poaló”.

Elaborated by: Quilapanta, S. (2020)

Analysis and Interpretation

According to the data displayed, 75% of the students states that they agree with the fact that their teacher uses sensory scaffolding activities to teach vocabulary in the English class. It means that using their senses students feel motivated since they can gain clearer comprehension of the vocabulary. Additionally, learning through visuals makes vocabulary language more memorable. Also, with the use of this strategy students are more involved and engaged in the learning process. In the same way 25% of the students indicates that they would like to be taught with this strategy.

4.2. Pre-test post-test

TABLE 15 PRE-TEST RESULTS

Participants	Leisure activities	Technology	Customs and celebrations	Synonyms	Antonyms	Vocabulary level
P 1	3	6	2	5	6	22
P 2	5	6	1	4	8	24
P 3	2	7	3	4	3	19
P 4	3	7	4	8	4	26
P 5	5	8	4	6	3	26
P 6	6	9	3	8	6	32
P 7	3	5	2	5	3	18
P 8	7	7	5	4	2	25
P 9	3	6	5	3	4	21
P 10	4	7	2	7	3	23
P 11	4	7	5	5	6	27
P 12	5	6	4	8	5	28
P 13	4	5	3	5	6	23
P 14	3	5	3	3	5	19
P 15	2	3	1	2	3	11
P 16	5	7	4	4	2	22
P 17	3	4	3	3	4	17
P 18	3	5	3	5	4	20
P 19	6	9	6	5	8	34
P 20	3	5	3	4	6	21
Average	3,95	6,20	3,30	4,90	4,55	22,90

Source: Pre-test and post-test applied to students from 9th grade of Unidad Educativa “San José de Poaló”.

Elaborated by: Quilapanta, S. (2020)

TABLE 16 POST-TEST RESULTS

Participants	Leisure activities	Technology	Customs and celebrations	Synonyms	Antonyms	Vocabulary level
P 1	8	17	7	15	17	64
P 2	11	17	7	16	19	70
P 3	9	18	7	15	17	66
P 4	8	18	7	19	16	68
P 5	11	20	7	16	16	70
P 6	10	22	7	19	17	75
P 7	8	16	7	17	16	64
P 8	12	18	8	18	16	72
P 9	3	17	8	17	18	63
P 10	9	18	6	17	20	70
P 11	9	18	8	18	17	70
P 12	11	17	7	19	18	72
P 13	9	16	7	17	17	66
P 14	8	16	7	21	15	67
P 15	9	14	7	15	17	62
P 16	11	18	8	16	18	71
P 17	8	15	7	17	16	63
P 18	8	16	7	18	17	66
P 19	10	22	8	15	16	71
P 20	8	16	7	19	17	67
Average	9,00	17,45	7,20	17,20	17,00	67,85

Source: Pre-test and post-test applied to students from 9th grade of Unidad Educativa “San José de Poaló”.

Elaborated by: Quilapanta, S. (2020)

TABLE 17 VOCABULARY KNOWLEDGE – LEISURE ACTIVITIES

Leisure Activities	
Tests	Average score
Pre-test	3,95
Post-test	9

Source: Pre-test and post-test applied to students from 9th grade of Unidad Educativa “San José de Poaló”.

Elaborated by: Quilapanta, S. (2020)

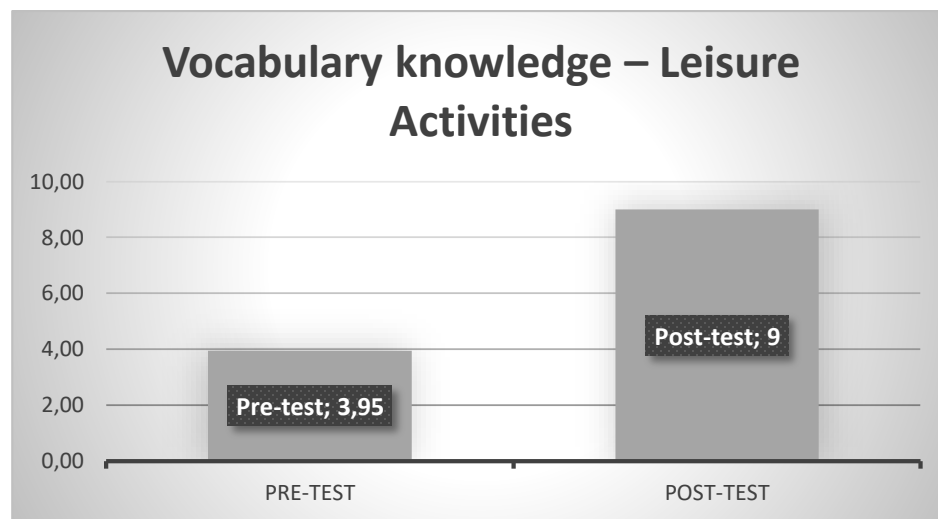


Figure 11 Vocabulary knowledge – Leisure Activities

Source: Pre-test and post-test applied to students from 9th grade of Unidad Educativa “San José de Poaló”.

Elaborated by: Quilapanta, S. (2020)

Analysis and Interpretation

As it can be evidenced in the figure above, before the treatment students did not know enough vocabulary about leisure activities, although this is a daily life situation topic, students were not familiar with this particular vocabulary and they obtained 3,95 out of 12 in the pre-test. However, after implementing the activities based on sensory scaffolding students learned the meaning of these new words. The results obtained in the post-test, 9 out of 12 indicate that through the use of podcast or any other audio material can help students to develop a better comprehension of specific vocabulary.

TABLE 18 VOCABULARY KNOWLEDGE –TECHNOLOGY

Technology	
Tests	Average score
Pre-test	6,20
Post-test	17,45

Source: Pre-test and post-test applied to students from 9th grade of Unidad Educativa “San José de Poaló”.

Elaborated by: Quilapanta, S. (2020)

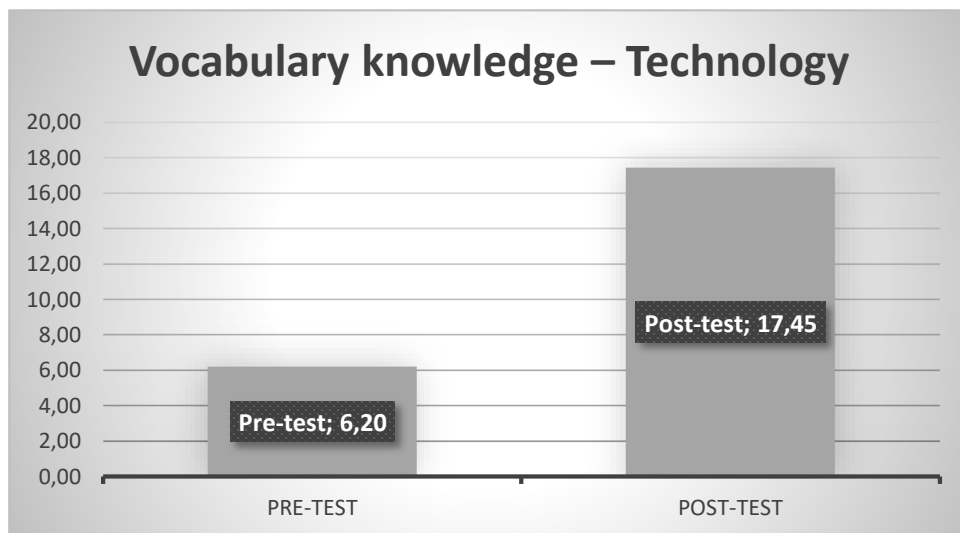


Figure 12 Vocabulary knowledge – Technology

Source: Pre-test and post-test applied to students from 9th grade of Unidad Educativa “San José de Poaló”.

Elaborated by: Quilapanta, S. (2020)

Analysis and Interpretation

Out of a total of 20 points, the average obtained by the students in the pre-test concerning “Technology” vocabulary was 6,20 points. It means that students were not clear about vocabulary related to technology. After being taught with puzzles during the treatment, students learned varied vocabulary concerning technology, it can be evidenced in the results obtained in the post-test 17,45 out of 20. Students demonstrated that by solving puzzles they can improve their memory and learning can be more significant.

TABLE 19 VOCABULARY KNOWLEDGE – CUSTOMS AND TRADITIONS

Vocabulary knowledge – Customs and Traditions	
Tests	Average score
Pre-test	3,30
Post-test	7,2

Source: Pre-test and post-test applied to students from 9th grade of Unidad Educativa “San José de Poaló”.

Elaborated by: Quilapanta, S. (2020)

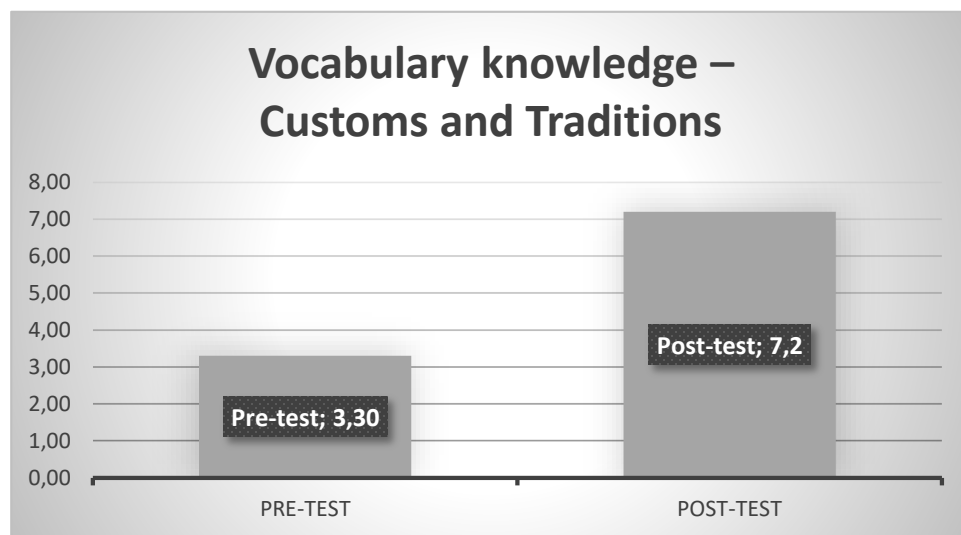


Figure 13 Vocabulary knowledge – Customs and Traditions

Source: Pre-test and post-test applied to students from 9th grade of Unidad Educativa “San José de Poaló”.

Elaborated by: Quilapanta, S. (2020)

Analysis and Interpretation

According to the results displayed in the figure above, 9th grade students got 3,30 out of 8 points in the pretest. It means that students were not able to communicate ideas related to customs and traditions. It was evidenced that by illustrating scenes related to this topic, students became familiar with this vocabulary. After the treatment, students got 7,2 out of 8 and demonstrated that illustrations are an excellent sensory scaffolding support since they can represent texts and context in an illustration and learn vocabulary through it.

TABLE 20 VOCABULARY KNOWLEDGE – SYNONYMS

Vocabulary knowledge – Synonyms	
Tests	Average score
Pre-test	4,90
Post-test	17,2

Source: Pre-test and post-test applied to students from 9th grade of Unidad Educativa “San José de Poaló”.

Elaborated by: Quilapanta, S. (2020)

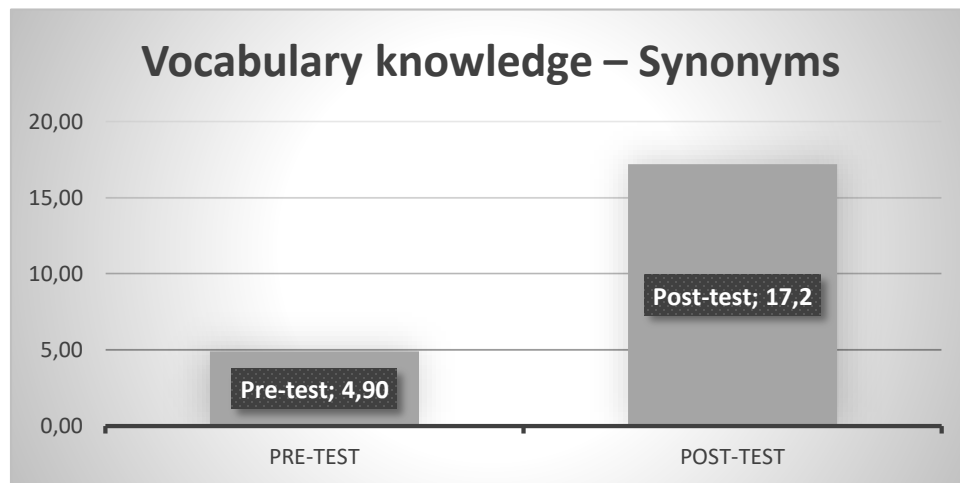


Figure 14 Vocabulary knowledge – Synonyms

Source: Pre-test and post-test applied to students from 9th grade of Unidad Educativa “San José de Poaló”.

Elaborated by: Quilapanta, S. (2020)

Analysis and Interpretation

According to the results displayed above, it can be evidenced that students did not know the synonyms of different words suggested for their level. In the pre-test students got 4,90 out of 20 points which is a very low average. However, after doing flashcards activities and performing a drawing based on this topic, they improve their vocabulary knowledge concerning some specific synonyms. It means that flashcards and drawings are great resources for students to learn vocabulary, considering this are visual resources it activates vision and it has an effect on the brain that stimulates memory. Students increased their average obtaining 17,2 out of 20 points.

TABLE 21 VOCABULARY KNOWLEDGE – ANTONYMS

Vocabulary knowledge – Antonyms	
Tests	Average score
Pre-test	4,55
Post-test	17

Source: Pre-test and post-test applied to students from 9th grade of Unidad Educativa “San José de Poaló”.

Elaborated by: Quilapanta, S. (2020)

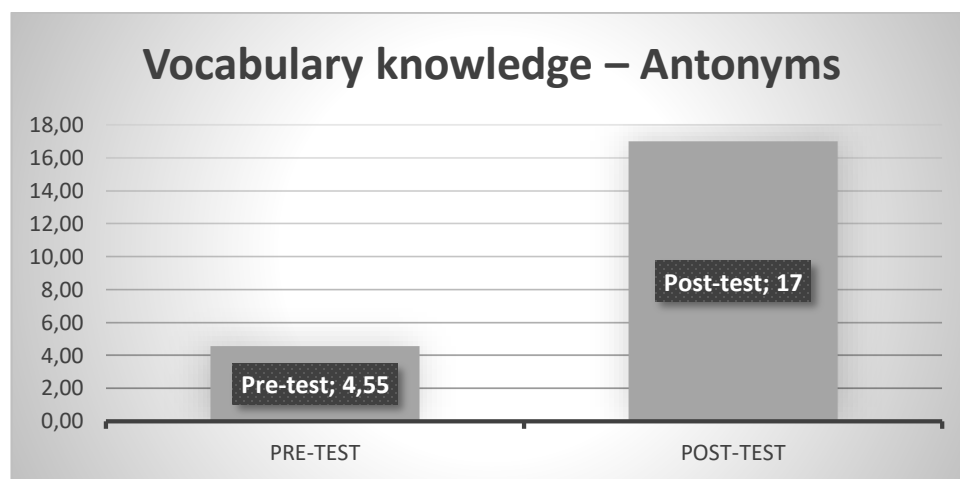


Figure 15 Vocabulary knowledge – Antonyms

Source: Pre-test and post-test applied to students from 9th grade of Unidad Educativa “San José de Poaló”.

Elaborated by: Quilapanta, S. (2020)

Analysis and Interpretation

According to the data seen above, before the treatment students demonstrated to have difficulties identifying antonyms. They got 4,55 out of 20 points. During the treatment students practiced antonyms with flash cards by associating words and images. They also learned antonyms through demonstrations made by their teacher. The results obtained in the post-test, 17 out of 20 points, indicated that flash cards are effective resources to teach vocabulary since they stimulate memory, also demonstrations improve students' perceptions, students also pay more attention to the class and process learning in a better way.

TABLE 22 ENGLISH VOCABULARY LEVEL

English Vocabulary level	
Tests	Average score
Pre-test	22,90
Post-test	67,85

Source: Pre-test and post-test applied to students from 9th grade of Unidad Educativa “San José de Poaló”.

Elaborated by: Quilapanta, S. (2020)

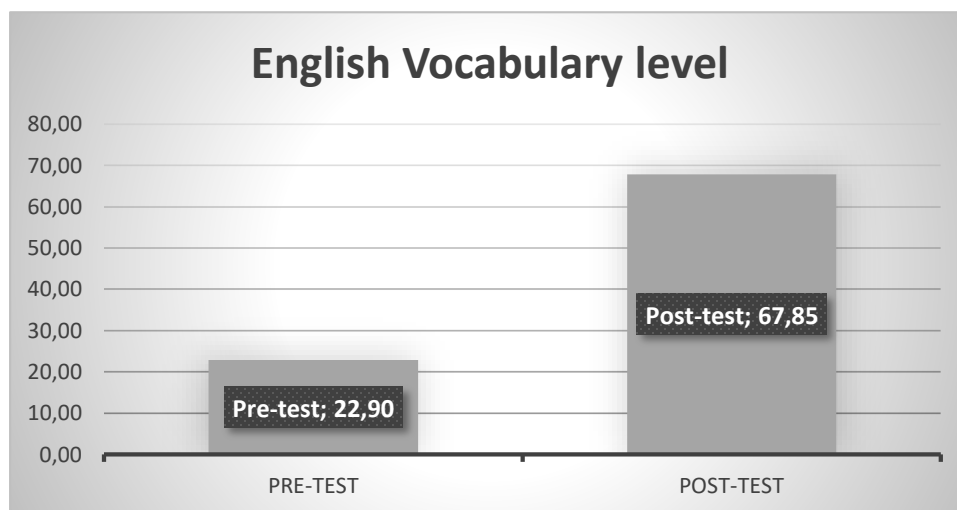


Figure 16 English vocabulary level

Source: Pre-test and post-test applied to students from 9th grade of Unidad Educativa “San José de Poaló”.

Elaborated by: Quilapanta, S. (2020)

Analysis and Interpretation

The figure displayed above shows the results obtained by 9th grade students concerning their vocabulary level. The average score indicates that before implementing the treatment about sensory scaffolding strategies and activities, the vocabulary level of the students was low, they had difficulties identifying specific vocabulary related to leisure activities, technology, customs and traditions, synonyms and antonyms that are topics studied in 9th grade. However, after treating students with sensory scaffolding strategies, their level had a significant increase. Students demonstrated that the different supports based on sensory scaffolding helped them to improve their English vocabulary level.

4.3. Discussion of Results

According to many authors, sensory scaffolding activates people's senses and promotes their learning. In this regard, Ahmed (2008) stated that all stimuli perceived by the senses enhance learning in students. Similarly, Ghani, Nawaz and Asif (2015) mentioned that sensory scaffolding strategies stimulates attention and memory and also encourage different cognitive functions like problem solving, and language learning.

These statements are related to the findings of this research, since through sensory scaffolding activities students were able to increase their vocabulary based on specific topics. Activities that implied sensory scaffolding supports such as flash cards, audiovisual resources like videos, demonstrations, manipulatives, pictures, illustrations allowed the students to learn new words, memorize them and also use them in real contexts.

4.4. Hypothesis verification

In order to determine if sensory scaffolding has an impact on the development of English vocabulary in the students of 9th grade EGB of Unidad Educativa "San Jose de Poaló students' vocabulary pre and post-tests were implanted. At this point, it is important to carry out a more in-depth comparative study between these two important phases, with the use of statistical techniques.

4.4.1. Hypothesis Approach

Ho: The use of sensory scaffolding strategies does not allow the development of vocabulary among 9th grade students.

H1: The use of sensory scaffolding strategies allows the development of vocabulary among 9th grade students.

4.4.2. Variables

Independent variable: Sensory scaffolding

Dependent variable: Vocabulary level

4.4.3. Description of the population

This research had the participation of 20 students of 9th grade EGB of Unidad Educativa “San Jose de Poaló”. Data was collected through the application of pre and post-test designed by the person in charge of the research.

4.4.4. Selection of the hypothesis testing

An important point when carrying out a hypothesis verification is that the researcher knows which statistical technique can be used or best fits the characteristics of the available data, for this, it is necessary to carry out a normality test on the data, this allows to determine if the variable that describes the behavior of the qualifications adjusts or not to a normal distribution, this allows the use of techniques for the comparison of means that is performed below.

To determine the above and taking into account that the sample is made up of 20 individuals, the Shapiro-Wilk test was applied, due to the small sample size. Through this test, it is certain with a 95% confidence that the distribution of the sample conforms to a normal distribution, provided that the p value associated with the statistical test is greater than 5% ($p \geq 0.05$).

TABLE 23 NORMALITY TEST (SHAPIRO-WILK)

Dimension	Test	Shapiro-Wilk		
		Est.	df	Sig.
Leisure activities	Pre	0,902	20	0,045
	Post	0,839	20	0,004
Technology	Pre	0,950	20	0,370*
	Post	0,894	20	0,031
Customs and celebrations	Pre	0,946	20	0,316*
	Post	0,695	20	0,000
Synonyms	Pre	0,908	20	0,060*
	Post	0,929	20	0,148*
Antonyms	Pre	0,920	20	0,098*
	Post	0,898	20	0,038
Vocabulary level	Pre	0,978	20	0,912*
	Post	0,956	20	0,474*

* $p > 0,05$: la the variable fits a normal distribution.

Source: Pre-test and post-test applied to students from 9th grade of Unidad Educativa “San José de Poaló”.

Elaborated by: Quilapanta S (2020)

The results of the Shapiro-Wilk normality test (Table 22) show some p values below 0.05, so it indicated that, generally, the variables do not conform to a normal distribution. These results allow us to establish it is not possible to use parametric tests such as Student's t; optionally, nonparametric means comparison tests were used, the Wilcoxon test has always been the most appropriate for this type of samples and for independent samples, the Mann-Whitney test is the most suitable.

4.4.5. Estimation of p-value

The results of the comparison tests of non-parametric means between the pretest and posttest for the study groups are presented below.

TABLE 24 ESTIMATION OF P-VALUES IN THE COMPARISON BETWEEN PRE-TEST AND POST-TEST

	Leisure activities	Technology	Customs and celebrations	Synonyms	Antonyms	Vocabulary level
Mann-Whitney's U	14,000	0,000	0,500	0,000	0,000	0,000
Wilcoxon's W	224,000	210,000	210,500	210,000	210,000	210,000
Z	-5,085	-5,444	-5,542	-5,438	-5,455	-5,416
p-value	0,000	0,000	0,000	0,000	0,000	0,000

Source: Pre-test and post-test applied to students from 9th grade of Unidad Educativa “San José de Poaló”.

Elaborated by: Quilapanta S (2020)

The results of the Wilcoxon test (Table 23) were as follows: Leisure activities, the Z-value was $Z=-5,085$ with a $p=0,000$; Technology, the Z-value was $Z=-5,444$ with a $p=0,000$; Customs and celebrations, the Z-value was $Z=-5,542$ with a $p=0,000$; Synonyms, the Z-value was $Z=-5,438$ with a $p=0,000$; Antonyms, the Z-value was $Z=-5,455$ with a $p=0,000$; and in the Vocabulary level the Z-value was $Z=-5,416$ with a $p=0,000$. These results allow us to observe that the values of Z are distant from zero and the p-values obtained are all less than 0,05. Therefore, the difference in pre-test and post-test scores for this group is significant. That is, there is enough statistical evidence to state with 95% confidence that the use of sensory scaffolding allows the development of vocabulary among 9th grade students.

The results of the hypothesis verification make it possible to ensure that in the study group a significant increase in the average of the post-test is observed, which allows to determine that the differences before and after the use of sensory scaffolding is statistically positive, and this way it was possible to reject the null hypothesis and confirm the alternative hypothesis: *The use of sensory scaffolding strategies allows the development of vocabulary among 9th grade students.*

CHAPTER V

5.1 Conclusions

This research was focused on analyzing the impact of sensory scaffolding on the development of vocabulary in the English language in 9th grade students of EGB of Unidad Educativa “San José de Poaló”. After the application and analysis of the survey and the pre-test and post-test the following conclusions emerged:

First, regarding the English vocabulary proficiency level of the students, a low level was identified. The pre-test results demonstrated that students did not have enough knowledge about the required vocabulary, that is the reason why they were not able to communicate in daily life situations in English. Also, it was concluded that the strategies used by the teacher were not the most adequate to teach them vocabulary, since students did not feel confident when talking about different topics according to their English level. This situation blocked the improvement of vocabulary of the students.

Second, according to the results obtained from the survey, the researcher was able to identify the most appropriate sensory scaffolding supports to include in the proposal to teach vocabulary to the students. These supports facilitated the creation of different activities to teach the vocabulary suggested by the textbooks proposed by the Ministry of Education to 9th grade. Moreover, the interests and needs of the students were also considered for the development of the activities, since the students stated their preferences to be taught, regarding vocabulary learning and the resources and activities used for this purpose.

Third, the benefits of applying sensory scaffolding for vocabulary development in the English language were evidenced since after the implementation of the treatment and the results obtained in the post-test, the students demonstrated that they had increased their vocabulary level becoming more proficient in the language. It was revealed during the lessons and through the results that the students felt more confident when talking about specific situations in which the use of specific vocabulary was required. This mainly happened because students had learnt how to use their senses to perceive their reality,

so now it becomes easier to communicate their ideas by activating their senses. In this way students have become more competent in the language and more familiar with new vocabulary. In brief, it can be said that the implementation of sensory scaffolding supports such as: illustrations, drawings, manipulatives, demonstrations, flash cards helped to determine the positive impact on the acquisition of vocabulary in the English language.

5.2 Recommendations

Concerning the findings obtained from this study about sensory scaffolding and its impact on the development of English vocabulary, some useful recommendations will be given.

Taking into account the low level of vocabulary of the students of 9th grade of Unidad Educativa “San José de Poaló”, it is recommended to provide the students with more opportunities to learn new words, considering the use of sensory scaffolding supports, in this way it would be easier for them to acquired new vocabulary in context while making use of their senses.

It is suggested that teachers include in their lessons sensory scaffolding supports since it has been evidenced that they are great resources and tools to teach vocabulary and at the same time thanks to their dynamic function they will motivate students learning a little bit more. Also, the students’ needs and interest would be considered since many students are audiovisual of kinesthetic learners, for example. Moreover, it was evidenced during this pandemic that it is not a requirement to be in face to face lessons, to guarantee learning, but also in online lessons students can practice and learn new vocabulary, using their senses.

Likewise, the sensory scaffolding activities to teach and learn English vocabulary should be suggested to other schools as a part of their English programs for 9th grade since they have a lot of benefits concerning learning. Indeed, sensory scaffolding supports are motivating resources to develop vocabulary and other aspects of the language. In the same way, this study is a model for upcoming investigations that are related to this topic.

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5.4 Appendixes

APPENDIX A. SURVEY FOR THE STUDENTS



UNIVERSIDAD TÉCNICA DE AMBATO
UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

Survey for the students

Student's name: _____

Grade: _____

Dear Student:

Thank you for being part of this study. Your responses to the following questionnaire will help the researcher to identify if sensory scaffolding strategy has been used during your language learning process at your school in the Parish of San José de Poaló. The results obtained will help the researcher to identify and choose the most appropriate activities to be included in a proposal to develop your vocabulary in the English language.

Instructions:

Read carefully the instructions.

- Choose the option that describes your experience.
- In some questions you can choose more than one option.

1. Do you consider learning English is important for life?
 - a. Yes
 - b. No
 - c. Maybe

2. How important do you consider to know English vocabulary to communicate ideas successfully?
 - a. Very important
 - b. Important
 - c. Moderately important
 - d. Not important

3. Do you practice English vocabulary in your class?
 - a. Always
 - b. Sometimes
 - c. Never

4. What is the best way for you to learn vocabulary? You can choose more than one.
 - a. Pictures
 - b. Videos
 - c. Music
 - d. Acting out
 - e. Readings
 - f. Textbooks
 - g. Games
 - Other: _____

5. What type of audiovisual materials does your teacher use to teach vocabulary? You can choose more than one.
 - a. Illustrations
 - b. Videos/films
 - c. Pictures and photographs
 - d. Diagrams and drawings

6. Does your teacher use physical activities to teach vocabulary?
 - a. Never
 - b. Sometimes
 - c. Always

7. How often does your teacher use manipulatives (objects that can be touched or moved by students for learning) to teach vocabulary?
 - a. Never
 - b. Sometimes
 - c. Always

8. The use of pictures and videos makes you better understand the English language?
 - a. Yes
 - b. No
 - c. Maybe

9. Do you think sensory scaffolding (use of your senses to understand or learn new ideas) is a good strategy to learn vocabulary?
 - a. Yes
 - b. No
 - c. Maybe

10. Should your teacher use sensory scaffolding activities to teach you vocabulary in English?
 - a. Yes
 - b. No
 - c. Maybe

Online Suvey link: <https://forms.gle/59aWzaCMK8jzHzWY6>

APPENDIX B. VOCABULARY PRETEST



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FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

Vocabulary pre-test

Student's name: _____

Grade: _____

Objective: This pre-test is aimed to identify the level of vocabulary of 9th grade students of Unidad Educativa “San José de Poaló”. The results obtained after the implementation of the strategies will help the researcher to determine the impact of sensory scaffolding strategies to improve vocabulary in the English language.

Instructions:

You will have 40 minutes to complete the test.

The test contains 5 (five) tasks.

The test measures your level of vocabulary.

Read the instructions for each task carefully.

The test is out of 82 pts.

Vocabulary test

Task 1: Leisure activities

Listen to the recording and fill in the gaps with the words that you hear. (1pt each)













<https://drive.google.com/file/d/1SbtFUZ2tofBw52NHPVpCHGAnE-fOiJK/view?usp=sharing>

1. My name's Maria. What do I do in my free time? I _____ and _____ . I don't play a musical instrument, but I _____ .
I like jazz.
2. My name's Dev. Free time? Let me see. I _____ and I _____ .
And I _____ , too.
3. My name's Anna. In my free time, I _____ – novels mostly. I don't play any sports, but _____ . And I _____ .
4. My name's Caspar. I don't play any sports. In my free time, I _____ or _____ . I _____ with my friends, too. I love food.

/12 pts

Task 2: Technology

Match the words and pictures and then fill the gaps with the correct words. (1pt each)

	_____	mouse	<p style="text-align: center;">Technology</p> <p>1. People use a _____ to type on a computer.</p> <p>2. Children play _____ on the computer for fun.</p> <p>3. Google, YouTube and Wikipedia are types of _____.</p> <p>4. A _____ is an electronic machine. You use it for going on the internet, storing information and playing games.</p> <p>5. A _____ is a computer that can travel with you.</p> <p>6. Internet connection without wires or cables is called _____.</p> <p>7. An _____ is an electronic letter.</p> <p>8. Your _____ is your personal telephone.</p> <p>9. You use a _____ to move and click on a computer.</p> <p>10. The part of your computer where you see the pictures or words is the _____.</p> <p style="text-align: right;">/22pts</p>
	_____	Laptop	
	_____	Screen	
	_____	Wi-Fi	
	_____	website	
	_____	touchscreen	
	_____	keyboard	
	_____	games	
	_____	Text message	
	_____	computer	
	_____	mobile	
	_____	email	

Task 3: Customs and celebrations

Read the following e-mail. Then, fill in the blanks with the correct words. Use the Word

To: radishjj@gmail.com
Subject: Chinese New Year
Hope you're doing well: I expect you are OK
Hello Rad,
I hope you're doing well. How is school going? These days I'm visiting and enjoying the magnificent capital of China. I'm having a great time in Beijing.
Actually, I'm writing this email in the street and let me tell you, Chinese people celebrate a lot of _____ each year. Today, Chinese people are celebrating the Chinese _____. It usually takes place at the end of January or the beginning of February. On this day, people don't go to work. They usually go outside to watch the _____, eat a lot of food and watch _____ at night. The _____ are amazing. This parade is great! There are dragons. People are wearing red _____. They're singing and playing traditional Chinese _____. Some people are giving red envelopes to each other. They say these envelopes bring good luck. It is a very interesting _____.
I have to go now. Please say hello to mom and dad. I miss you very much.
Talk to you soon,
Roger

Bank. (1pt each)

Source: Level A2.1 Student's book. 9th EGB.

Word bank			
New Year	parade	fireworks	festivals
clothes	music	decorations	culture

/8 pts

Task 4: Synonyms

Choose the correct synonym for each word. There are 2 extra words you do not need to

clean	character	recovery	absorbing	requisite	creativity
commitment	fast	Success	fascinating	unclear	necessary

use. (1pt each)

Words	Synonym
Achievement	
Hygienic	
Personality	
Dedication	
Exotic	
Requirement	
Healing	
Confusing	
Imagination	
Quick	

Complete the gaps with the synonyms from the chart above

1. Stop! You are driving so _____.
2. You must complete your task, that was a _____.
3. This bird is _____. It lives in Brazil forest.
4. This kid has a lot of _____, his drawings are amazing.
5. My father has a strong _____, however he is very sensitive.
6. Congratulations! It was a great _____.
7. His _____ was slow, but he is feeling great now.
8. Your answers are _____, you have to be more specific.
9. My room is _____. I just swept the floor.
10. I'm sorry, you forgot one _____ to complete your request.

Task 5: Antonyms

Choose the correct antonym for each word. There are 2 extra antonyms you do not need

Noisy	Unhygienic	Sporty	Relaxed	Charming	Shy
Disinterested	Disagree	Sensitive	Amazing	Adventurous	Serious

to use. (1pt each)

Words	Antonym
Unattractive	
Unfeeling	
Outgoing	
Cautious	
Competitive	
Fun	
Quiet	
Nervous	
Lazy	
Aseptic	

Complete the gaps with the antonyms from the chart above.

1. She is a _____ girl, she never talks to anybody.
2. When I finish my oral presentation, I will feel _____.
3. My brother is so _____. He never does homework.
4. What a _____ woman she is, really!
5. I'm a _____ person. I don't like to do sport.
6. My grandfather is an _____ man, he loves risky experiences!
7. My history teacher is very _____. She rarely smiles.
8. The bathroom is so dirty; it looks very _____.

9. My neighbors are extremely _____. They play music so loud all the time.

10. I'm very _____ about animals abuse.

/20 pts

Online test link: <https://forms.gle/stAWBbPc9QFJjvte8>

APPENDIX C. ACTIVITIES

ACTIVITY 1 – LESSON 1			
GENERAL INFORMATION			
AREA: FOREIGN LANGUAGE	SUBJECT: ENGLISH	DATE: NOVEMBER 2020	
TEACHER: SANDRA QUILAPANTA	ACADEMIC YEAR: 2020 -2021	TIME: 40 MINUTES	
CLASS: 9 TH EGB	TOPIC: Leisure Activities	STUDENTS: 20	
OBJECTIVE: To identify leisure activities vocabulary.			
Sensory Scaffolding Support: Podcast			
ACTIVITIES			
CLASS CONTENTS	TEACHER	STUDENTS	RESOURCE
Leisure activities vocabulary: <ul style="list-style-type: none"> • Go swimming • Play tennis • Listen to music • Do karate • Play the piano • Play computer games • Read books • Do yoga • Go jogging • Go to the cinema • Watch TV • Go to the restaurant 	<ul style="list-style-type: none"> • The teacher shows students the power point presentation N° 1 Leisure Activities Vocabulary. • The teacher asks the students to repeat the words. • The teacher shares the podcast with the students. 	<ul style="list-style-type: none"> • The students observe the presentation. • The students pronounce the words. • The students listen to the podcast. • The students listen again the podcast and complete the activity in Educaplay. • The students repeat the activity in Educaplay. 	Podcast: https://drive.google.com/file/d/1SbtFUZ2tofBw52NHPVpCHGAnE-fOiJK/view?usp=sharing Educaplay activity: https://es.educaplay.com/recursos-educativos/7736690-leisure_activities.html

ACTIVITY 2 – LESSON 2			
GENERAL INFORMATION			
AREA: FOREIGN LANGUAGE	SUBJECT: ENGLISH	DATE: NOVEMBER 2020	
TEACHER: SANDRA QUILAPANTA	ACADEMIC YEAR: 2020 -2021	TIME: 40 MINUTES	
CLASS: 9 TH EGB	TOPIC: Technology	STUDENTS: 20	
OBJECTIVE: To identify technology vocabulary.			
Sensory Scaffolding Support: Video and PowerPoint presentation			
ACTIVITIES			
CLASS CONTENTS	TEACHER	STUDENTS	RESOURCE
Technology Vocabulary: <ul style="list-style-type: none"> • Mouse • Laptop • Screen • Wi-Fi • Website • Touchscreen • Keyboard • Games • Text message • Computer • Mobile • Email 	<ol style="list-style-type: none"> 1. The teacher shows the students the video. 2. The teacher shows students the PowerPoint presentation N° 2 and asks different students to complete the activities orally. 3. The teacher registers the students answers. 	<ol style="list-style-type: none"> 1. The students observe the video. 2. The students asked by the teacher must complete the activities from the power point presentation (orally). 	Video: https://youtu.be/X8ZWtLWvhh8 Power Point Presentation N° 2

ACTIVITY 3 – LESSON 3

GENERAL INFORMATION

AREA: FOREIGN LANGUAGE	SUBJECT: ENGLISH	DATE: NOVEMBER 2020
TEACHER: SANDRA QUILAPANTA	ACADEMIC YEAR: 2020 -2021	TIME: 40 MINUTES
CLASS: 9 TH EGB	TOPIC: Technology	STUDENTS: 20
OBJECTIVE: To identify technology vocabulary through a puzzle.		
Sensory Scaffolding Support: Puzzle		

ACTIVITIES			
CLASS CONTENTS	TEACHER	STUDENTS	RESOURCE
Technology Vocabulary: <ul style="list-style-type: none"> • Mouse • Laptop • Screen • Wi-Fi • Website • Touchscreen • Keyboard • Games • Text message • Computer • Mobile • Email 	<ol style="list-style-type: none"> 1. The teacher asks the students to complete a puzzle (manipulative). 2. The teacher asks the students to write three sentences using three words from the puzzle (in the chat box). 	<ol style="list-style-type: none"> 1. The students identify technology vocabulary. 2. The students write three sentences using the vocabulary from the puzzle (They write in the chat box of the virtual class). 	Puzzle: https://im-a-puzzle.com/puzzle_technology_vocabulary_80RwSsHj.puzzle

ACTIVITY 4 – LESSON 4

GENERAL INFORMATION

AREA: FOREIGN LANGUAGE	SUBJECT: ENGLISH	DATE: NOVEMBER 2020
TEACHER: SANDRA QUILAPANTA	ACADEMIC YEAR: 2020 -2021	TIME: 40 MINUTES
CLASS: 9 TH EGB	TOPIC: Culture and Celebrations	STUDENTS: 20
OBJECTIVE: To identify customs and traditions vocabulary.		
Sensory Scaffolding Support: Illustration		

ACTIVITIES

CLASS CONTENTS	TEACHER	STUDENTS	RESOURCE
<p>Culture and celebrations vocabulary:</p> <ul style="list-style-type: none"> • New year • Parade • Fireworks • Festivals • Clothes • Music • Decorations • Culture 	<ol style="list-style-type: none"> 1. The teacher shows students the Power Point Presentation to teach them the vocabulary. 2. The teacher asks the students to read the text. 3. The teacher explains the students that they must create an illustration in power point related to the Chinese year celebration based on the text. 4. The teacher asks the students to add images using the highlighted words that they will find in the text. 	<ol style="list-style-type: none"> 1. The students observe the presentation. 2. The students read the text. 3. The students create a Poster in Power Point illustrating the Chinese year celebration based on the text. 4. The students must add images and sentences using the highlighted words that they will find in the text. 	<p>Power Point Presentation N° 3.</p> <p>Text:</p> <p>https://docs.google.com/document/d/1HPx0rsiMxLFIPqEvx3bLmkjpSsTCYnEslsEgt4mSRUU/edit?usp=sharing</p> <p>Source: Level A2.1 Student's book. 9th EGB.</p> <p>https://educacion.gob.ec/wp-content/uploads/downloads/2018/03/In_English-A1-2_SB-2017.pdf</p>

ACTIVITY 5 – LESSON 5

GENERAL INFORMATION

AREA: FOREIGN LANGUAGE	SUBJECT: ENGLISH	DATE: NOVEMBER 2020
TEACHER: SANDRA QUILAPANTA	ACADEMIC YEAR: 2020 -2021	TIME: 40 MINUTES
CLASS: 9 TH EGB	TOPIC: Synonyms	STUDENTS: 20

OBJECTIVE: To identify synonyms.

Sensory Scaffolding Support: Flash Cards

ACTIVITIES			
CLASS CONTENTS	TEACHER	STUDENTS	RESOURCE
<p>Synonyms:</p> <ul style="list-style-type: none"> • Achievement success • Hygienic Fascinating • Personality unclear • Dedication • Exotic • Requirement • Healing • Confusing • Imagination • Quick <hr/> <ul style="list-style-type: none"> • Clean • Character • Recovery • Requisite • Creativity • Commitment • Fast • Success • Fascinating • Unclear 	<ol style="list-style-type: none"> 1. The teacher shares the flashcards synonyms activity with the students. 2. The teacher asks the students to repeat the task 3 times. 3. The teacher asks the students to complete the form (assessment). 	<ol style="list-style-type: none"> 1. The students play with the flashcards and learn the vocabulary. 2. The students repeat the activity 3 times. 3. The students complete the form (assessment). 	<p>Synonyms 1: Flashcards synonyms activity: https://es.educaplay.com/recursos-educativos/7763594-synonyms.html</p> <p>Assessment form: https://forms.gle/3BdRMarJucaqke9c8</p>


ACTIVITY 6 – LESSON 6

GENERAL INFORMATION

AREA: FOREIGN LANGUAGE	SUBJECT: ENGLISH	DATE: NOVEMBER 2020
TEACHER: SANDRA QUILAPANTA	ACADEMIC YEAR: 2020 -2021	TIME: 40 MINUTES
CLASS: 9 TH EGB	TOPIC: Synonyms	STUDENTS: 20

OBJECTIVE: To identify synonyms.

Sensory Scaffolding Support: Drawings

ACTIVITIES			
CLASS CONTENTS	TEACHER	STUDENTS	RESOURCE
<p>Synonyms:</p> <ul style="list-style-type: none"> • Achievement • Hygienic • Personality • Dedication • Exotic • Requirement • Healing • Confusing • Imagination • Quick <hr/> <ul style="list-style-type: none"> • Clean • Character • Recovery • Requisite • Creativity • Commitment • Fast • Success • Fascinating • Unclear 	<ol style="list-style-type: none"> 1. The teacher asks the students to draw the following Words (synonyms) in an A3 or A4 sheet of paper or cardboard: <ol style="list-style-type: none"> a. Hygienic – Clean b. Exotic – Fascinating c. Imagination – Creativity d. Quick – Fast 2. The teacher shows the students an example. 3. The teacher asks the students to complete the form (assessment). 	<ol style="list-style-type: none"> 1. The students draw the words asked by the teacher (synonyms). 2. The students complete the form (assessment) 	<p>A3 or A4 sheet of paper or cardboard.</p> <p>Pencil</p> <p>Colors</p> <p>Example:</p>  <p align="right">Clean/Hygienic</p> <p>Assessment form: https://forms.gle/bmWR5AKyEc9mVmW48</p>

ACTIVITY 7 – LESSON 7

GENERAL INFORMATION

AREA: FOREIGN LANGUAGE	SUBJECT: ENGLISH	DATE: NOVEMBER 2020
TEACHER: SANDRA QUILAPANTA	ACADEMIC YEAR: 2020 -2021	TIME: 40 MINUTES
CLASS: 9 TH EGB	TOPIC: Antonyms	STUDENTS: 20

OBJECTIVE: To identify antonyms.

Sensory Scaffolding Support: Flash Cards

ACTIVITIES			
CLASS CONTENTS	TEACHER	STUDENTS	RESOURCE
<p>Antonyms:</p> <ul style="list-style-type: none"> • Unattractive • Unfeeling • Outgoing • Cautious • Competitive • Fun • Quiet • Nervous • Lazy • Aseptic <hr/> <ul style="list-style-type: none"> • Noisy • Unhygienic • Sporty • Relaxed • Charming • Shy • Disinterested • Disagree • Sensitive • Amazing • Adventurous • Serious 	<ol style="list-style-type: none"> 1. The teacher shares the flashcards antonyms activity with the students. 2. The teacher asks the students to repeat the task 3 times. 3. The teacher asks the students to complete the form (assessment). 	<ol style="list-style-type: none"> 1. The students play with the flashcards and learn the vocabulary. 2. The students repeat the activity 3 times. 3. The students complete the form (assessment). 	<p>Antonyms 1: https://es.educaplay.com/recursos-educativos/7764755-antonyms_1.html</p> <p>Assessment form: https://forms.gle/P3PM56WVvFBnnBm49</p>

ACTIVITY 8 – LESSON 8

GENERAL INFORMATION

AREA: FOREIGN LANGUAGE	SUBJECT: ENGLISH	DATE: NOVEMBER 2020
TEACHER: SANDRA QUILAPANTA	ACADEMIC YEAR: 2020 -2021	TIME: 40 MINUTES
CLASS: 9 TH EGB	TOPIC: Antonyms	STUDENTS: 20

OBJECTIVE: To identify antonyms.

Sensory Scaffolding Support: Demonstrations

ACTIVITIES

CLASS CONTENTS	TEACHER	STUDENTS	RESOURCE
<p>Antonyms:</p> <ul style="list-style-type: none"> • Unattractive • Unfeeling • Outgoing • Cautious • Competitive • Fun • Quiet • Nervous • Lazy • Aseptic <hr/> <ul style="list-style-type: none"> • Noisy • Unhygienic • Sporty • Relaxed • Charming • Shy • Disinterested • Disagree • Sensitive • Amazing • Adventurous • Serious 	<p>The teacher demonstrates students 5 words.</p> <ul style="list-style-type: none"> a. Lazy b. Quiet c. Fun d. Nervous e. Aseptic <p>The teacher asks different students to perform the antonyms of those demonstrations.</p> <ul style="list-style-type: none"> a. Sporty b. Noisy c. Serious d. Relaxed e. Unhygienic <p>The teacher repeats the activity enough times for all the students to participate</p>	<ul style="list-style-type: none"> • The students observe the teacher • The students perform the antonyms of the words that the teacher is performing. • The students repeat the activity the necessary times. 	<p>Realia</p> <p>Body movements</p>

APPENDIX D. INSTRUMENTS VALIDATION



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POSGRADO
MAESTRÍA EN PEDAGOGÍA EN LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN INGLÉS, COHORTE 2019
Avda. Los Chasquis y Río Payamín, Ambato - Ecuador

FORMATO PARA LA VALIDACIÓN DE CONTENIDO DEL INSTRUMENTO "CUESTIONARIO" PERTENECIENTE A LA INVESTIGACIÓN:
SENSORY SCAFFOLDING AND ITS IMPACT ON THE TEACHING - LEARNING PROCESS OF THE ENGLISH LANGUAGE.

AUTORIA: Sandra Mariela Quilapanta Unapucha

Señale mediante un ✓, según la validación para cada pregunta:

1D- DEFICIENTE 2R- REGULAR 3B- BUENO 4O- ÓPTIMO

PARÁMETROS PREGUNTAS	Pertinencia de las preguntas del instrumento con los objetivos				Pertinencia de las preguntas del instrumento con las variables y enunciados				Calidad técnica y representatividad				Redacción y lenguaje de las preguntas			
	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O
Pregunta 1 Do you consider learning English is important for life?				✓				✓				✓				✓
Pregunta 2 How important do you consider to know English vocabulary to communicate ideas successfully?				✓				✓				✓				✓
Pregunta 3 How often do you practice vocabulary in your English lessons?				✓				✓				✓				✓
Pregunta 4 What is the best way for you to learn vocabulary? You can choose more than one.				✓				✓				✓				✓



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Avda. Los Chasquis y Río Payamín, Ambato - Ecuador

Pregunta 5 What type of audiovisual materials does your teacher use to teach vocabulary? You can choose more than one.				✓				✓				✓				✓
Pregunta 6 Does your teacher use physical activities to teach vocabulary?				✓				✓				✓				✓
Pregunta 7 Does your teacher use manipulatives (objects that can be touched or moved by students for learning) to teach vocabulary?				✓				✓				✓				✓
Pregunta 8 The use of pictures and videos makes you better understand the English language?				✓				✓				✓				✓
Pregunta 9 Do you think sensory scaffolding (use of your senses to understand or learn new ideas) is a good strategy to learn vocabulary?			✓				✓				✓				✓	
Pregunta 10 Should your teacher use sensory scaffolding activities to teach you vocabulary in English?			✓				✓				✓				✓	



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Observaciones: Los instrumentos cumplen con condiciones de validez, confiabilidad. En cuanto a la practicidad, se sugiere que esta encuesta sea la realice con la guía en tiempo sincrónico con el docente, o se la realice en español porque el objetivo es recabar información, y se requiere facilitar la comprensión de los encuestados. Además de explicar claramente lo que es sensory scaffolding, por tratarse de términos técnicos.

Realizado por:
Lic. Sandra Quilapanta

Validado por:
Dr. Dr. Narcisca Fuentes Ph.D.
CE: 1002091161



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Avda. Los Chasquis y Río Payamín, Ambato - Ecuador

FORMATO PARA LA VALIDACIÓN DE CONTENIDO DEL INSTRUMENTO "PRE-POST TEST" PERTENECIENTE A LA INVESTIGACIÓN:
SENSORY SCAFFOLDING AND ITS IMPACT ON THE TEACHING - LEARNING PROCESS OF THE ENGLISH LANGUAGE.

AUTOR/A: Sandra Mariela Quilapanta Unapucha

Señale mediante un ✓, según la validación para cada pregunta:

1D- DEFICIENTE 2R- REGULAR 3B- BUENO 4O- ÓPTIMO

PARÁMETROS PREGUNTAS	Pertinencia de las preguntas del instrumento con los objetivos				Pertinencia de las preguntas del instrumento con las variables y enunciados				Calidad técnica y representatividad				Redacción y lenguaje de las preguntas			
	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O
Task 1: Leisure activities Listen to the recording and fill in the gaps with the words that you hear.				✓				✓				✓				✓
Task 2: Technology Match the words and pictures and then fill the gaps with the correct words.				✓				✓				✓				✓



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Avda. Los Chasquis y Río Payamin, Ambato - Ecuador

<p>Task 3: Customs and celebrations</p> <p>Read the following e-mail. Then, fill in the blanks with the correct words. Use the Word Bank.</p>				✓						✓							✓
<p>Task 4: Synonyms</p> <p>Choose the correct synonym for each word. There are 2 extra words you do not need to use. Complete the gaps with the synonyms from the chart above</p>				✓						✓							✓
<p>Task 5: Antonyms</p> <p>Choose the correct antonym for each word. There are 2 extra antonyms you do not need to use. Complete the gaps with the antonyms from the chart above.</p>				✓						✓							✓



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Avda. Los Chasquis y Río Payamin, Ambato - Ecuador

Observaciones: El instrumento cumple con condiciones de validez, confiabilidad y practicidad.



Realizado por:
Lic. Sandra Guilapanta



Validado por:
Dr. Narcisca Fuentes PhD.
CC: 1002091161



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FORMATO PARA LA VALIDACIÓN DE CONTENIDO DEL INSTRUMENTO "CUESTIONARIO" PERTENECIENTE A LA INVESTIGACIÓN:

THE SENSORY SCAFFOLDING AND ITS IMPACT ON THE TEACHING - LEARNING PROCESS OF THE ENGLISH LANGUAGE IN THE STUDENTS.

AUTOR/A: Sandra Mariela Quilapanta Unapucha

Señale mediante un ✓, según la validación para cada pregunta:

1D- DEFICIENTE 2R- REGULAR 3B- BUENO 4O- ÓPTIMO

PARÁMETROS PREGUNTAS	Pertinencia de las preguntas del instrumento con los objetivos				Pertinencia de las preguntas del instrumento con las variables y enunciados				Calidad técnica y representatividad				Redacción y lenguaje de las preguntas			
	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O
Pregunta 1 Do you consider learning English is important for life?			✓				✓				✓					✓
Pregunta 2 How important do you consider to know English vocabulary to communicate ideas successfully?				✓				✓				✓				✓
Pregunta 3 How often do you practice vocabulary in your English lessons?				✓				✓				✓				✓
Pregunta 4 What is the best way for you to learn				✓				✓				✓				✓



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 Avda. Los Chasquis y Río Payamín, Ambato - Ecuador

vocabulary? You can choose more than one.																
Pregunta 5 What type of audiovisual materials does your teacher use to teach vocabulary? You can choose more than one.				✓				✓				✓				✓
Pregunta 6 Does your teacher use physical activities to teach vocabulary?				✓				✓				✓				✓
Pregunta 7 Does your teacher use manipulatives (objects that can be touched or moved by students for learning) to teach vocabulary?				✓				✓				✓				✓
Pregunta 8 The use of pictures and videos makes you better understand the English language?				✓				✓				✓				✓
Pregunta 9 Do you think sensory scaffolding (use of your senses to understand or learn new ideas) is a good strategy to learn vocabulary?				✓				✓				✓				✓
Pregunta 10 Should your teacher use sensory scaffolding activities to teach you vocabulary in English?			✓				✓				✓					✓



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Observaciones:

Realizado por:
 Lic. Sandra Quilapanta

Validado por:
 Mg. Fanny Vega M.
 C3:1802616969



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FORMATO PARA LA VALIDACIÓN DE CONTENIDO DEL INSTRUMENTO "PRE-POST TEST" PERTENECIENTE A LA INVESTIGACIÓN:

THE SENSORY SCAFFOLDING AND ITS IMPACT ON THE TEACHING - LEARNING PROCESS OF THE ENGLISH LANGUAGE IN THE STUDENTS.

AUTOR/A: Sandra Mariela Quilapanta Unapucha

Señale mediante un ✓, según la validación para cada pregunta:

1D- DEFICIENTE 2R- REGULAR 3B- BUENO 4O- ÓPTIMO

PARÁMETROS PREGUNTAS	Pertinencia de las preguntas del instrumento con los objetivos				Pertinencia de las preguntas del instrumento con las variables y enunciados				Calidad técnica y representatividad				Redacción y lenguaje de las preguntas			
	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O
Task 1: Leisure activities Listen to the recording and fill in the gaps with the words that you hear.				✓				✓				✓				✓
Task 2: Technology Match the words and pictures and then fill the gaps with the correct words.				✓				✓				✓				✓
Task 3: Customs and celebrations			✓				✓					✓				✓



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Read the following e-mail. Then, fill in the blanks with the correct words. Use the Word Bank.																		
Task 4: Synonyms Choose the correct synonym for each word. There are 2 extra words you do not need to use. Complete the gaps with the synonyms from the chart above			✓			✓					✓							✓
Task 5: Antonyms Choose the correct antonym for each word. There are 2 extra antonyms you do not need to use. Complete the gaps with the antonyms from the chart above.			✓			✓					✓							✓

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 Avda. Los Chasquis y Río Payamín, Ambato - Ecuador

Observaciones:

Realizado por:
Lic. Sandra Cullapanta

Validado por:
Mg. Fanny Vega M.
C.I.: 1802616969



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FORMATO PARA LA VALIDACIÓN DE CONTENIDO DEL INSTRUMENTO "CUESTIONARIO" PERTENECIENTE A LA INVESTIGACIÓN:
SENSORY SCAFFOLDING AND ITS IMPACT ON THE TEACHING - LEARNING PROCESS OF THE ENGLISH LANGUAGE.

AUTOR/A: Sandra Mariela Quilapanta Unapucha

Señale mediante un ✓, según la validación para cada pregunta:

1D- DEFICIENTE 2R- REGULAR 3B- BUENO 4O- ÓPTIMO

PARÁMETROS PREGUNTAS	Pertinencia de las preguntas del instrumento con los objetivos				Pertinencia de las preguntas del instrumento con las variables y enunciados				Calidad técnica y representatividad				Redacción y lenguaje de las preguntas			
	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O
Pregunta 1 Do you consider learning English is important for life?				✓				✓				✓				✓
Pregunta 2 How important do you consider to know English vocabulary to communicate ideas successfully?				✓				✓				✓				✓
Pregunta 3 How often do you practice vocabulary in your English lessons?				✓				✓				✓				✓
Pregunta 4 What is the best way for you to learn vocabulary? You can choose more than one.				✓				✓				✓				✓



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Pregunta 5 What type of audiovisual materials does your teacher use to teach vocabulary? You can choose more than one.				✓				✓				✓				✓
Pregunta 6 Does your teacher use physical activities to teach vocabulary?				✓				✓				✓				✓
Pregunta 7 Does your teacher use manipulatives (objects that can be touched or moved by students for learning) to teach vocabulary?				✓				✓				✓				✓
Pregunta 8 The use of pictures and videos makes you better understand the English language?				✓				✓				✓				✓
Pregunta 9 Do you think sensory scaffolding (use of your senses to understand or learn new ideas) is a good strategy to learn vocabulary?				✓				✓				✓				✓
Pregunta 10 Should your teacher use sensory scaffolding activities to teach you vocabulary in English?				✓				✓				✓				✓



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 Avda. Los Chasquis y Río Payamín, Ambato - Ecuador

Observaciones:

Realizado por:
Lic. Sandra Quilapanta

Validado por:
Mg. Eina Mariela Sanchez Sailema
 C.J.: 180333879-5



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FORMATO PARA LA VALIDACIÓN DE CONTENIDO DEL INSTRUMENTO "PRE-POST TEST" PERTENECIENTE A LA INVESTIGACIÓN:

SENSORY SCAFFOLDING AND ITS IMPACT ON THE TEACHING - LEARNING PROCESS OF THE ENGLISH LANGUAGE.

AUTOR/A: Sandra Mariela Quilapanta Unapucha

Señale mediante un ✓, según la validación para cada pregunta:

1D- DEFICIENTE 2R- REGULAR 3B- BUENO 4O- ÓPTIMO

PARÁMETROS PREGUNTAS	Pertinencia de las preguntas del instrumento con los objetivos				Pertinencia de las preguntas del instrumento con las variables y enunciados				Calidad técnica y representatividad				Redacción y lenguaje de las preguntas			
	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O
Task 1: Leisure activities Listen to the recording and fill in the gaps with the words that you hear.				✓				✓				✓				✓
Task 2: Technology Match the words and pictures and then fill the gaps with the correct words.				✓				✓				✓				✓
Task 3: Customs and celebrations				✓				✓				✓				✓



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Read the following e-mail. Then, fill in the blanks with the correct words. Use the Word Bank.															
Task 4: Synonyms Choose the correct synonym for each word. There are 2 extra words you do not need to use. Complete the gaps with the synonyms from the chart above.			✓				✓				✓				✓
Task 5: Antonyms Choose the correct antonym for each word. There are 2 extra antonyms you do not need to use. Complete the gaps with the antonyms from the chart above.			✓				✓				✓				✓



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 Avda. Los Chasquis y Río Payamín, Ambato - Ecuador

Observaciones:

Realizado por:
Lic. Sandra Guilapanta

Validado por:
Mg. Lina Mariela Sanchez Sailema
CJ: 180333879-5

APPENDIX E. PRE-TEST APPLICATION

The image shows a Google Forms pre-test application titled "Vocabulary pre-test" displayed within a Zoom meeting window. The browser address bar shows the URL: docs.google.com/forms/d/e/1FAIpQLScAcM04I49r7yctiSC-Mn7wb6nNWx2E6aGS2wqH4ZzXStYrPA/viewform. The form content includes:

Vocabulary pre-test

Objective: This pre-test is aimed to identify the level of vocabulary of 9th grade students of "San José de Poaló High School". The results obtained after the implementation of the strategies will help the researcher to determine the effectiveness of sensory scaffolding strategies to improve vocabulary in the English language.

Instructions:

- You will have 40 minutes to complete the test.
- The test contains 5 (five) tasks.
- The test measures your level of vocabulary.
- Read the instructions for each task carefully.
- The test is out of 82 pts.

***Obligatorio**

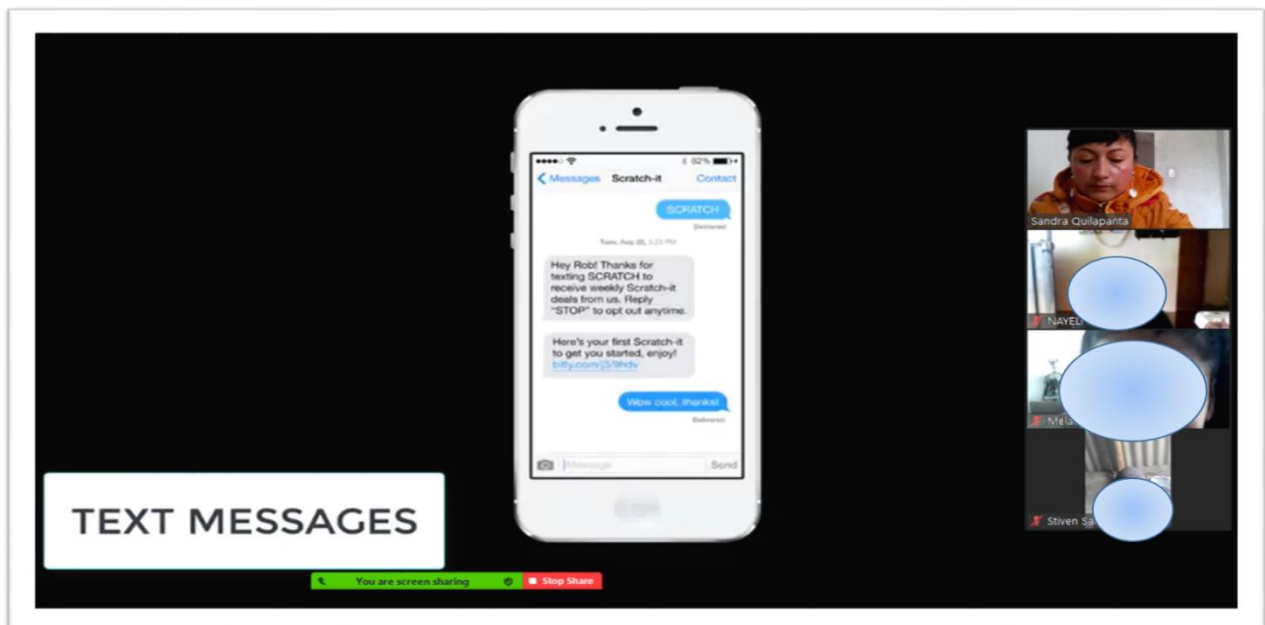
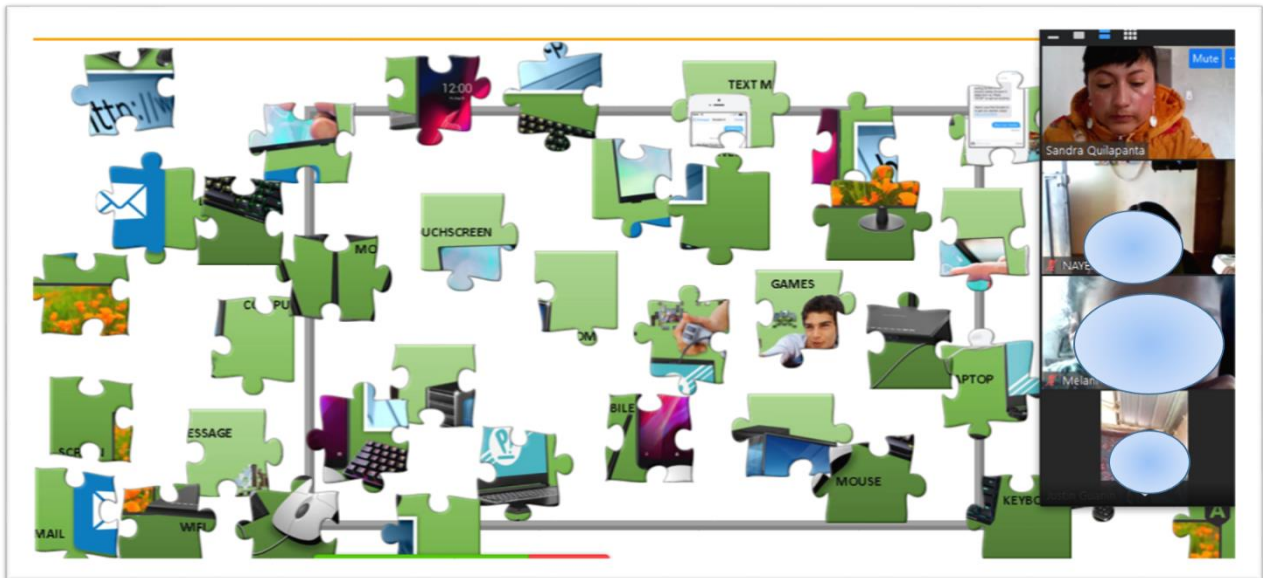
Dirección de correo electrónico *

Tu dirección de correo electrónico

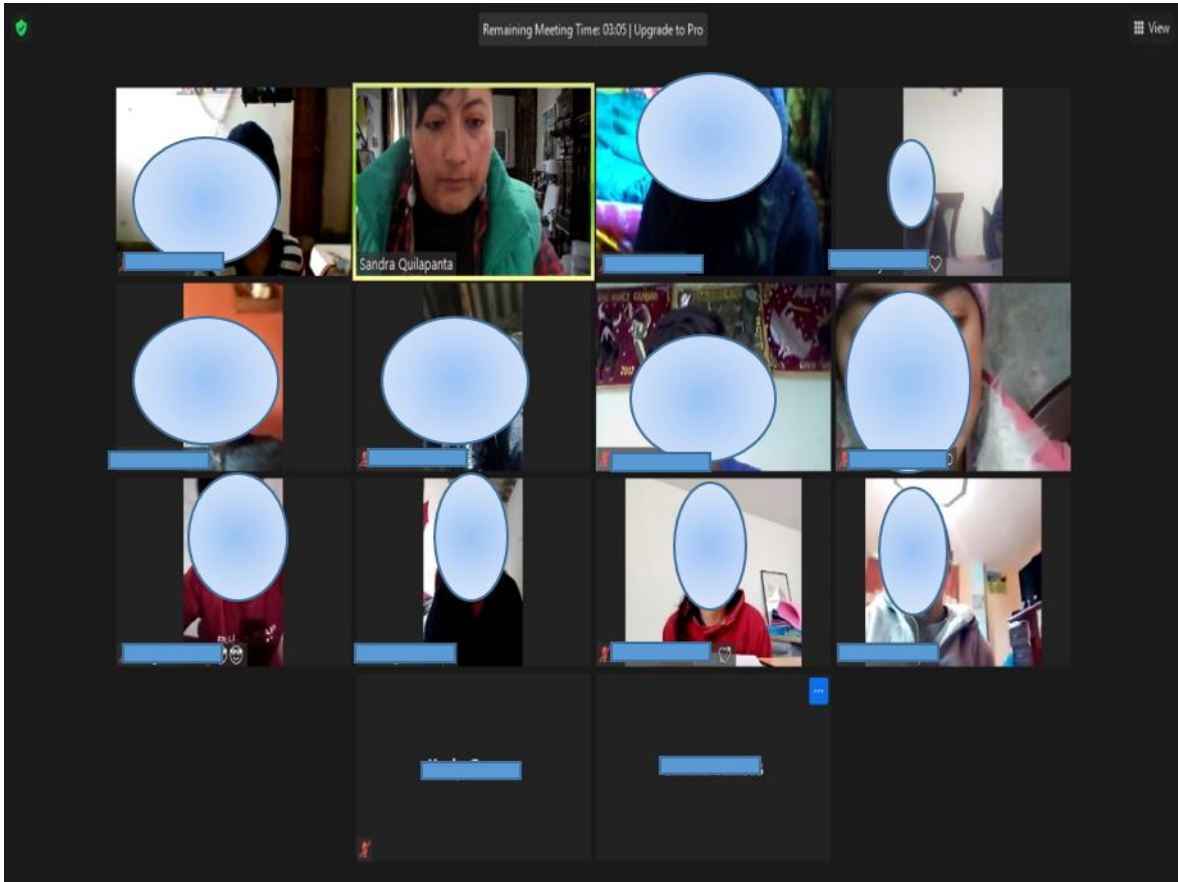
Name and lastname *

On the right side of the form, a Zoom meeting window is visible, showing a grid of participants. The top participant is Sandra Quiapanta. Below her are three other participants whose faces are obscured by blue circles, indicating they are muted. The Zoom interface includes a "Mute" button and a "More" menu icon.

APPENDIX F. TREATMENT APPLICATION



APPENDIX G. POST-TEST APPLICATION



APPENDIX H. CARTA DE COMPROMISO

CARTA DE COMPROMISO

Santiago de Pillaro, 20 de mayo de 2020

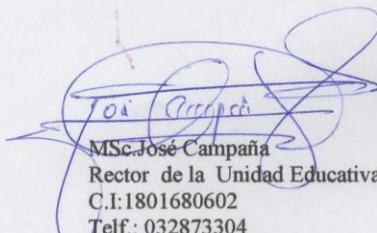
Doctor
Victor Hernández del Salto
PRESIDENTE DE LA UNIDAD DE TITULACIÓN DE POSGRADO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
UNIVERSIDAD TÉCNICA DE AMBATO
Presente.-

MSc. José Campaña en mi calidad de Rector de la Unidad Educativa "San José de Poaló", me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "The sensory scaffolding teaching-learning process of the English language " propuesto por la estudiante Sandra Mariela Quilapanta Unapucha, portadora de la Cédula de Ciudadanía 1804574554, de la Maestría en Pedagogía en los Idiomas Nacionales y Extranjeros Mención Inglés Cohorte 2019, de la Facultad de Ciencias Humanas y de La Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente.


MSc. José Campaña
Rector de la Unidad Educativa "San José de Poaló"
C.I: 1801680602
Telf.: 032873304
Cel.: 0998690667
cjbvela@yahoo.es

